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ABSTRACT

A study examined the feasibility of requiring and delivering certification for adult basic education (ABE) teachers in Pennsylvania. During the project, researchers mailed survey instruments to state directors of adult education, presidents of American Association for Adult and Continuing Education (AAACE) affiliate organizations, past presidents of the ABE Commission, professors of adult education in Pennsylvania, certified teachers, and graduate students. Based on data obtained from the surveys completed by these individuals, the researchers concluded that there is no philosophy, no purpose, no correlation with performance, and no body of acceptable research for certification. Furthermore, an examination of the literature dealing with certification revealed that no clear indication exists of the value of educational certification at any level. In line with these findings, the researchers called for a significant research study to ascertain the appropriate credentialing or certification for ABE in Pennsylvania before attempting to establish any such system. (Appended to this report are a literature review, the project survey instruments, a list of states requiring ABE certification, an ABE certification opinionnaire, and a list of Pennsylvania adult education degree programs by institution.) (MN)

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Feasibility of Requiring and Delivering Certification for ABE Teachers in Pennsylvania

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Adult Education Center
School of Continuing Education
Indiana University of Pennsylvania
Indiana, Pennsylvania 15705

CE 037 905

FEASIBILITY OF REQUIRING AND DELIVERING CERTIFICATION FOR ABE TEACHERS IN PENNSYLVANIA

FINAL REPORT AND RECOMMENDATIONS
Contract No 98-3029

Prepared by

Dr. Judith L Cope Project Director
Richard L. Learn Graduate Student
Meredyth S Leahy Consultant
James P. Reid. Consultant

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Judith L. Cope, Project Director
Indiana University of Pennsylvania

Title:	Feasibility of Requiring and Delivering Certification for ABE Teachers in Pennsylvania
Address:	Indiana University of Pennsylvania School of Continuing Education Indiana, Pennsylvania 15705

Phone Number:	(412) 357-2227
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The purpose of this study was to determine the feasibility of requiring and delivering certification for adult basic education teachers in Pennsylvania. The findings reported professional positions toward ABE certification, states that offer forms of ABE certification, reasons that states do not require ABE certification, funding linked to certification, planning processes, and requirements and methods. As a result of this study, two conclusions can be reached. One, an examination of the literature revealed that there is no clear indication of the value of educational certification, at any level. Two, in the issues, findings, and discussions reported there was no philosophy, no purpose, no correlation with performance, and no body of acceptable research for certification, in general. It is recommended that the topic of ABE certification be opened for discussion among ABE professionals through such vehicles as the state conference. It is further recommended that a significant research study be conducted to ascertain the appropriate certification system for ABE. It is recommended that before any consideration can be made to certify teachers of ABE in Pennsylvania. there must be a philosophy, a clear cut specific purpose, a relationship between performance and competence, and further research.

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FEASIBILITY OF REQUIRING AND DELIVERING CERTIFICATION FOR ABE TEACHERS IN PENNSYLVANIA

I. Introduction

The federal adult basic education program was initiated in 1964. Since that time program sponsors and administrators have hired from a pool of teachers certified in areas other than adult education as well as teachers who are not certified and for that matter, at times, individuals without any teacher preparation. This practice was common because there were few adult education degree programs and no adult basic education (ABE) certification programs. Recently full-time ABE practitioners have felt a lack of professional acceptance as evidenced by a lack of certification specific to their field, little upward mobility, and low pay. Realizing that to be accepted in a credentialing society one must be certified, ABE practitioners reported their concerns to staff members at the Pennsylvania Department of Education (PDE). Based on the growing dissatisfaction expressed by practitioners in the field, the Pennsylvania Adult Education 310 Task Force requested that a Special Section 310 study be conducted to "assist the Pennsylvania Department of Education in determining the feasibility of developing necessary adult education certifications and the potential of institutions for delivery of instruction for these certifications." ("Licensure-Certification?" 1982, p. 2: Olson, 1982, p. 3) As a result of the Special Section 310 competitive grant process. the Adult Education Center at Indiana University of Pennsylvania was awarded the contract to gather base line data for the state officials to assist them in determining whether or not it is feasible to require and deliver certification for ABE teachers in Pennsylvania.

Today, the selection of teaching staff and the employment practices in ABE continue to be based on the traditional certification process. Therefore, it is appropriate to introduce this problem based on the historical perspective and current status of traditional teacher certification rather than from the perspective of adult basic education. It has become increasingly apparent that there is general dissatisfaction with the present teacher certification practice in the field of education. However, dissatisfaction with teacher certification practices is not new to education. According to Mackey (1974), who wrote a historical study of teacher certification, there has been dissatisfaction expressed about teacher certification since it was initiated in 1825. Originally, non-standard written examinations were administered by individual counties for the purpose of establishing the literacy of teacher applicants. As curricula became more complex and new subjects were introduced, dissatisfaction with the validity of teacher examinations became widespread. (pp. 12-13)

By 1910, reported Mackey, county teacher examinations were phased out and state examinations increased in use. The period between 1910 and 1935 was a major turning point in teacher certification practices. At that time, more faith was placed "in the capability of teacher training programs, normal schools, and institutions of higher education to assume full responsibility for preparing teachers." (1974, p. 17)

Mackey reported that around 1935 teacher examinations for establishing one's eligibility for teaching credentials were almost eliminated. Mackey noted that "The year 1955 marked the point when written examinations were used by the fewest number of states." However, since that time the use of written examinations for licensing teachers has been increasing. For example, by 1973, thirty-seven states administered or permitted written examinations for meeting teacher certification requirements. (1974, p. 35)

Mackey reported that dissatisfaction with teacher certification was still prevalent in 1974. In spite of the fact that generations of teachers certified by traditional methods staffed the nation's schools, there continued to be criticisms of the teacher certification process. On the basis of the following criticisms reported by Mackey, it appeared that change and reform in teacher certification was needed:
(1) The preparatory programs were based entirely on course work.
(2) A teaching certificate was interpreted as a statement of competence.
(3) The certification process did not provide for diversity.
(4) The certification process was derived without input from liberal arts college faculty, inservice teachers, lay groups, and/or students. (5) There was too little evidence that there was a relationship between pre-service teacher preparation and inservice education.
(6) The certification process virtually ignored inservice education and did not foster professional growth. (1974, pp. 8-10)

Medley (1982) reported that "critics of teacher education do not hesitate to assert that teaching is not a profession." He maintained that there is no body of knowledge, skills, or professional values in which teacher education curriculum might be based as is the case with medicine, law, and other learned professions. Medley also said that the critics of teacher education charge that no differences can be measured between graduates of teacher education programs and graduates of liberal arts colleges. Medley explained that teacher educators of today are powerless to refute this charge; they are unable to prove the differences. (p. 1) Medley pointed to teacher examinations as the underlying cause in education for this predicament. The results of written teacher examinations are not able to distinguish among the competent professionally trained teacher, the incompetent professionally trained teacher, and the untrained teacher. Medley reported:

> Teacher education faces a crisis of confidence today. Unless teacher educators can convince the public--and themselves--that professional teacher education is necessary to the future of public education, and can begin immediately to make visible progress toward the transformation of present day teacher education programs into genuine professional programs, teacher education will cease to exist. (1982, p. 1)

Attempting to explain this educational crisis, Medley noted that teacher education institutions have two major functions: First, a training function to prepare competent practitioners for the teaching profession; secondly, a gatekeeper function to guarantee that the graduates are competent. Medley pointed out that the gatekeeper function has been greatly neglected by higher education institutions. He cited this as the primary reason that education lacks public confidence today. In summary, Medley suggested that educators cannot defend themselves until there is evidence that test results can be correlated with teacher effectiveness. (1982, pp. 1-2)

Andrews (1982) also discussed the issue of teacher preparation. According to Andrews, "There is little doubt that colleges and universities can prepare competent teachers....the problem is why do they so often fail to do this." Andrews provided an answer to his own question by citing from the front cover of the October. 1982 Phi Delta Kappan the following quotation by B. Othanel Smith, author and Professor Emeritus of Education at the University of South Florida:

> Let's face it· Colleges of pedagogy will in all probability never overhaul their problems if each college is to do it alone. There are too many hurdles, too much disparity among institutions, too much institutional jealousy, too much divisiveness and lethargy among faculties, too much fear, and too much ineptness in the leadership....

Andrews continued by listing several factors which he felt contributed to the weakness of teacher preparation. They were: (1) The professional education faculty control only their curricula offerings and even that control is limited. (2) The teacher education curriculum is only one-eighth to one-half the total college curriculum: therefore, the liberal arts faculty also bear some responsibility. (3) Quality control is almost impossible to maintain: many college teachers fear infringement in regard to academic freedom. Andrews summarized the problem of quality control by repeating some of the same issues that Medley reported: Lack of data (knowledge base), lack of measures for effectiveness, and too little research. (1982, pp. 49-51)

College representatives, government officials and citizens as well as teachers continued to voice their concern regarding teacher preparation programs. In 1982, the National Education Association (NEA) expressed their concern for practicing teachers by preparing a document designed for making recommendations on how to improve teacher preparation programs. Related to that mission, the NEA suggested that teacher preparation programs should be based on research and scholarly judgment, not on experience; teacher preparation programs should be correlated to classroom practice; and practitioners should be involved in the process to identify teacher preparation curriculum. (1982, pp. 7-8)

On August 26, 1981, Secretary of Education T. H. Bell created the National Commission on Excellence in Education to examine the quality of education within the United States. The Commission was created because of "the widespread public perception that something is seriously remiss in our educational system." It was also charged to make a report to Bell within 18 months of its first meeting. Findings regarding teaching indicated that not enough of the academically able students are being attracted to teaching. Too many teachers are being drawn from the bottom quarter of graduating high school and college students. In addition, it was found that teacher preparation programs need substantial improvement. These findings are consistent with the reports of Andrews, Medley, and the NEA in regard to the need to improve teacher preparation programs. It was recommended by the Commission to improve the preparation of teachers and to make teaching a more rewarding and respected profession. These recommendations were released by the Commission on April 26, 1983 by David P. Gardner, Chairperson. (1983, pp. 1, 22 & 30)

Currently, there is no statewide examination for teacher candidates in Pennsylvania. Higher education institutions have varying standards for evaluating the students in education. During a recent conference telephone call on July 29, 1983, Dr. Robert C. Wilburn, Pennsylvania's Secretary of Education and Dr. Henry Hermanowicz, Dean of Education, The Pennsylvania State University, discussed the topic of certification. Dean Hermanowicz reported support of "some kind of state competency exam as a prerequisite to certification." Secretary Wilburn "favored more rigorous standards for prospective teachers." Wilburn noted that a state Task Force on Certification will soon be formed to review current practices and recommend changes "for improving the way teachers are tested and evaluated." ("Wilburn Considers Tests for Teachers," 1983)

On August 23, 1983 Ernest L. Boyer, former Secretary of Education and president of the Carnegie Foundation for Advancement of Teaching, reported the findings of a study conducted by that foundation. Boyer said that "The facts presented in this report make clear that the teaching profession is in crisis." Boyer continued by saying "Poor students are going into teaching, teacher pay has actually declined in relation to other professionals and public employees," then he added "Credentializing is a mess and teachers do not receive adequate recognition and reward." In a manner of speaking, Boyer's comments echoed the same warnings reported by Andrews, Medley, NEA and the National Commission on Excellence. ("Teachers Get Bad Marks," 1983)

II. Objectives

The objectives of this project as outlined in the grant proposal were to:

1. Review the literature related to certification for adult basic education (ABE) teachers.

2. Survey other states as to whether or not they award certification for adult basic education.

3. Determine the potential of Pennsylvania higher education teacher preparation institutions, the Pennsylvania Department of Education, and the Pennsylvania Association for Adult Continuing Education (PAACE) for awarding ABE certification.

4. Sponsor a meeting for a selected group of Pennsylvania adult education practitioners to review available information and make recommendations concerning ABE certification.

5. Report the findings based on the literature, surveys, interviews, and meetings related to this study.

III. Methodology

Based on the objectives of this project, there are three major sections related to the procedures, analysis, and findings of this study. They are the (a) Review of the Literature, (b) Survey Instruments, and (c) Pennsylvania Practitioner's Meeting.

Review of the Literature

The procedures and schedule for reviewing the literature are shown in Table 1.

Table 1

Procedures and Schedule for Reviewing the Literature

Procedures	Date
1. Collection of the literature.	Oct. 1982 - July 1983
2. Analysis of the literature.	Oct. 1982 - May 1983
3. Preparation of Review of Literature (or Interim Report).	May 1983 - June 1983

Over 100 journal, newsletter and publication articles, research and final reports, theses, and dissertations were examined in order to review the literature related to ABE certification. The majority of the literature for this project was obtained from two clearinghouses: Project AdvancE at Millersville State College, and the ERIC Clearinghouse on Adult, Career, and Vocational Education at The Ohio State University. Documents were also collected from University Microfilms International; Northeast Regional Exchange, Inc.; National Education Association (NEA), Division of Instruction and Professional Development; Princeton Testing Service: U.S. Office of Education; Montclair National Multi-Media Center; The University of Virginia, School of Education, Bureau of Educational Research and the Association of Teacher Educators; Indiana University of Pennsylvania, Adult Education Center; and from professional colleagues.

The literature was examined for issues which were central to the topic of ABE certification. Two lists were derived from the literature.

One list supported certification; the other opposed certification. Each of these lists was documented and referenced to the literature item by item. The analysis of the literature by pros and cons served two purposes: One, for background information for development of the survey instruments, and two, as background information packaged as the Interim Report for the practitioners meeting. The Review of Literature (or Interim Report) is included as Appendix A.

An examination of the literature revealed that there are many more opinions about ABE certification than research. Overall, the literature that supported certification emphasized the professional benefits that certification would provide practitioners, while arguments against certification generally were criticisms of the effectiveness of the traditional credit-based certification system. The discussion in the literature was focused on the feasibility of requiring credit-based certification in adult education.

Opponents of certification typically criticize the effects of the current credit-based certification system, arguing that it does not guarantee that a certified teacher is competent. Studies conducted on the subject thus far have failed to prove a correlation between teacher preparation and teacher performance. Given that current certification is based on teacher preparation credit course requirements, the research findings fail to support the opinion of many adult educators who felt that students would benefit from ABE certification. These adult educators contend that certification would provide a higher quality of teaching and would, to a certain extent, protect consumers from incompetence. Another aspect of the controversy is the question of who is and is not permitted to teach adults under the present requirements. The discussion in the literature concerning exclusion of certain groups was mixed. Some argued that certification served only the self-interest of incumbents and eliminated selected groups from professional roles, while other claimed that certification was beneficial because it excluded the unqualified.

The literature reported that it is commonly believed, among adult educators, that to initiate certification for adult basic education teachers would eliminate effective but non-academically prepared teachers from the job market. Another point of view discussed in the literature was that many of the skills needed by teachers may change over a period of time.

There was considerable literature available on teacher competencies that adult basic education teachers should possess. These studies have resulted in the development of clearly outlined lists of knowledge, skills, and attitudes. These competencies have not as yet been operationalized for instructional use. On one hand, the literature does not fully support the establishment of a certification system based on competencies as an alternative to the traditional credit based certification system at this time. On the other hand, neither does the literature discourage such development.

Opinions reported in the literature were mixed when it came to determining the effects of certification on adult basic education. The debate centered around whether certification would help shape the field or whether the field must gain more status before it could warrant certification. It was generally agreed that certification would help to provide increased professional status and access to a career ladder for full-time professionals in the field. However, the motive for doing this was challenged since there was no evidence that certification would benefit the students. It was questioned as to whether the desire for certification was to enhance the status of the field or merely a means to serve the self-interest of the professionals in the field. At this time there is no conclusive evidence that the effects of certification would benefit the field. This area requires further study.

Survey Instruments

Procedures

Six survey instruments were developed for this study. The procedures and schedule for developing the survey instruments is shown in Table 2.

Table 2

Procedures and Schedule for Developing the Survey Instruments

Procedure	Date
1. Analysis of related literature	February 1983
2. Conferences with project consultants	February 1983
3. Conferences with adult education professionals	February and March 1983
4. Completion of final survey instruments	April 1983

Analysis of related literature. The project director reviewed the literature for potential survey items. Based on the literature and the project director's professional judgment, the first drafts of the survey instruments were prepared. All of the survey items were derived from the literature presented in this study.

Conferences with project consultants. The project director discussed the survey items and format of the instruments with the project consultants. The project director and adult education consultant identified a sample of 153 individuals to participate in this study. The decision was made to survey, interview, or meet with the individuals listed in Table 3. The respondents were requested to give their opinions about certification for ABE teachers. Lists of the names and agencies or associations of the individuals who were invited to participate in the study are included as Appendix B.

Table 3

Individuals by Role Who Participated in the Study

Individuals by Role	Number
1. State & U.S. Territory Directors of Adult Education	58
2. AAACE Affiliate Presidents	64
3. American Association for Adult and Continuing Education (AAACE) Representatives	4
4. Commission on Adult Basic Education (COABE)	4
5. Professors of Adult Education in Pennsylvania	5
6. Certified Teachers/Graduate Students	10
7. Practitioners at Certification Meeting	17
	162
Overlap	-9
Total Participants	153

Conferences with adult education professionals regarding the survey items. The survey instruments were mailed to professionals in the field of adult education for their reaction. Each of the professionals was interviewed by telephone or in person. Those who discussed the survey instruments with the project director are listed in Table 4. In addition, the list of the professionals, and their agencies or associations, who contributed to the development of the survey instruments is provided in Appendix C.

Table 4

Professionals Who Reviewed the Survey Instruments

Professionals	Type of Interview	Draft #2	Draft #3
Lee H. Bowker	Telephone		March 19, 1983
John Christopher	Letter		March 4, 1983
Beverly Copeland	In Person		March 31, 1983
Gary Eyre	In Person		March 31, 1983
Barbara Hanniford*	Telephone	February 24, 1983	March 4, 1983
Jerry Ice	In Person	February 8, 1983	March 30, 1983
Gordon Jones	Telephone	February 23, 1983	March 7, 1983
William Kerr	Telephone	February 17, 1983	
Meredyth Leahy**	Telephone	February 7, 1983	March 5, 1983
Carl Lindsay	Telephone	February 22, 1983	
Richard Learn	In Person		March 18, 1983
Thomas O'Brien**	Telephone	February 11, 1983	
Margaret Mahler	In Person	February 10, 1983	
James Parker	Telephone	February 23, 1983	March 7, 1983
James Reid**	In Person	February 8, 1983	March 3, 1983
Henry Tarlian	Telephone		March 8, 1983
George Travis	Telephone	February 27, 1983	March 30, 1983
Jack Sittman	Telephone		March 30, 1983
Paul Taylor	Telephone		March 20, 1983
Kenneth Wallick	Telephone	February 23, 1983	

*Provided special assistance with the format of the survey instruments
**Project Consultants

Completion of final survey instruments. The project director, using the suggestions of the project consultants and twenty professionals in the field of adult education, completed the final survey instruments. The instruments are listed by title along with their mailing schedule in Table 5. Copies of the cover letters and the survey instruments are attached as Appendix D.

Table 5

Survey Instruments by Title and Mailing Schedule

Title	Mailed	Returned
1. State Director's Survey	April 19, 1983	April 29, 1983
2. Affiliate President's Survey	April 27, 1983	May 16, 1983
3. AAACE Representative's Survey	May 17, 1983	June 6, 1983
4. Commission Representative's Survey	May 25, 1983	June 17, 1983
5. Professors of Adult Education in Pennsylvania Survey	June 15, 1983	June 27, 1983
6. Certified Teacher/Graduate Student Survey	Referred by other survey respondents	By Appointment via telephone

Analysis

State Directors and Affiliate Presidents

The survey instruments were mailed to 125 persons including 58 state directors and 64 affiliate presidents. A total of 81 (65%) of the questionnaires were returned: 44 (76%) State Directors and 36 (56%) Affiliate Presidents. Of the 81 responses, it was found that only 7 (14%) of the states require certification for adult basic education. The majority of those states require credit-based certification. Six (12%)

of the states offer varying forms of requirements for adult basic education teachers. Six (12%) of the states did not respond to the questionnaire. However, follow-up calls were made to each to determine whether or not the states required ABE certification. All fifty states and the District of Columbia were contacted either by mail or telephone. More affiliates (77%) reported that certification would have a favorable effect on teaching than did the state directors (44%).

Data was coded for the two survey instruments and entered into a computer for analysis. As already noted, the survey instruments were aimed at finding out which states required adult education or adult basic education certification and which ones did not. Additional information was collected concerning: Reasons that states did or did not require ABE certification, the planning process, and requirements for ABE certification.

Based on item 1, the breakdown of the types of certification used for adult basic education were sorted into eight categories. The respondents could choose more than one selection. Table 6 shows the percentage of times an item was selected.

As can be seen in Table 6, out of the types of certification chosen elementary and/or secondary education certification was chosen nearly one-half (45%) of the time. Approximately one quarter of the time no type of certification was indicated. Other types of certification reported were: Board Approved or "qualified non-certified" certification, acceptance of any valid teaching certificate, a high school diploma, and a college degree.

Table 6

Breakdown of Types of Certification for Adult Basic Education Teachers As Reported by State Directors

Types of Certification	Percentage of Responses*
1. Elementary Education	22
2. Secondary Education	23
3. Adult Education	6
4. Adult Basic Education	4
5. Special Education	6
6. Vocational Education	3
7. None	26
8. Other	11
TOTAL	100%

*More than one selection could be chosen.

The survey instruments were sorted into two categories: those with adult education or adult basic education certification and those without it. The term adult education for the purpose of this analysis refers exclusively to Adult Basic Education (ABE), Secondary Adult Education (SAE), General Education Development (GED), and English as a Second Language (ESL) programs. Analysis took the form of investigating those who did and did not have certification in adult basic education. Responses between these two categories were then compared. The sections will provide an indepth analysis of the results of the two instruments.

States That Require Certification For ABE Teachers

Seven states reported that they require ABE certification for teachers in adult basic education. Five of these states are located in the south, while one is located in the southwest and one in the northeast. These states are shown in Table 7.

Table 7

States That Require Certification for ABE Teachers

State	Teacher Certification Adult Education*	 Adult Basic Education
1. Arizona		X
2. Arkansas		X
3. Delaware	X	
4. Georgia	X	
5. Louisiana	X	
6. Mississippi	X	
7. Missouri		X

*The term adult education in this analysis refers to adult basic education exclusively.

The certification reported by the states in Table 7 ranges from a same-day certification to traditional credit-based certification.

Further information detailing these certification requirements is described in the section on requirements. In addition to the states listed in Table 7, Alabama, California, District of Columbia, Minnesota, New York City, and Rhode Island reported that they offer a variety of requirements for adult basic education teachers. Further information about these requirements is found in Appendix E.

Reasons That States Require ABE Teacher Certification

Respondents were provided an opportunity to choose the three most important reasons for requiring certification from fifteen alternatives. The respondents chose three statements and ranked the most important, second most important, and third most important. The analysis of each statement was weighted in the following way. Those items marked as most important were given a weight of 3, second most important 2, and third most important 1. Based on the scores, the statements were ranked from one to six; that statement which received a rank of 1 was considered to be the most cruicial reason that states give ABE certification. The ratings for the State Directors and Affiliate Presidents closely matched; therefore, they were combined. The reasons that the states required certification are reported as follows in Table 8.

Table 8

Reasons That States Require Certification for ABE as Indicated by State Directors and Affiliate Presidents

Statement	Rank	Score
Teachers need special skills to provide relevant educational opportunities for adult basic education students.	1	15
Adult students would benefit from professional teacher certification.	2	12
The quality of teaching in adult basic education can be substantially improved through certification.	3	8
Certification will enhance the status of adult basic education practitioners.	3	8
Certified personnel will provide long term continuity and security to the professional field of adult basic education.	4	8
Certification provides access for upward mobility.	5	6
Certification will help shape the field of adult basic education.	5	3
Certification standards will acquaint employers with the competencies which are essential for teachers of adult basic education.	5	3
One aspect of a profession's self regulation is the public declaration of standards for its credentials.	6	2

The Planning Process

The State Directors and Affiliate Presidents reported on agencies, organizations, and associations that could provide leadership to initiate certification. The survey participants were given a choice of eight options to rank according to first, second, and third most important.

These were scored in the same manner as the items listed in Table 8. The State Directors and Affiliate Presidents ranked these options identically and their order is shown in Table 9.

Table 9

Agencies, Organizations, and Associations
That Could Provide Leadership to Initiate ABE Certification as
Reported by State Directors and Affiliate Presidents

Option	Rank	Score
State Department of Education	1	209
State Adult Education Professional Association	2	146
American Association for Adult and Continuing Education (AAACE)	3	87
Higher Education Institution	4	45
Commission on Adult Basic Education (COABE)	5	34
National Council for Accreditation of Teacher Education (NCATE)	6	11
Commission of Professors of Adult Education	7	6
Other	8	6

Other suggestions by the respondents for leadership were the National Association of School Boards, National Association of Mayors, National Association of County Executives, Chief State School Mayors, Special State Department of Education Task Force, and the International Council for Adult Education UNESCO - Adult Education Division.

Affiliate Presidents who indicated that their states required special certification for ABE teachers identified agencies, organizations, and associations that participated in the initial planning process for certification of ABE teachers in their states. The respondents chose from a list of 18 options. Seven of the options were not chosen by any respondents and only one respondent listed a participant under the category "other" - vocational education. The participants in the planning process are shown in Table 10.

Table 10

Agencies, Organizations, and Associations Participating in Initial Planning Process for Certification of ABE Teachers as Reported by Affiliate Presidents

Agencies, Organizations, and Associations	Percentage of Responses*
State Education Agency	21
State Board of Education	18
University or College	16
Public Educational Agency	14
Community or Junior College	9
Literacy Program	9
Community Organization	5
Business or Industry	2
Correctional Institution	2
Legislator	2
Vocational Education	2
Foundation	0
Labor Union	0
Library	0
Private Educational Agency	0
Religious Institution	0
Senior Citizen Agency	0
Voluntary Organization	0

*More than one selection could be chosen.

Other information was also obtained from the Affiliate Presidents who indicated that their states required special ABE certification. Of this group, those who reported that their associations participated in the initial planning process leading to certification identified the types of planning processes in which they participated. Chosen from a list of nine alternatives, the planning processes identified are shown in Table 11. No respondents reported that a competency identification or a competency validation process was used in their states. Also, one respondent designated representation on state advisory council as the option "other."

Table 11

Types of Planning Processes Reported as Used by Affiliate Presidents

Planning Process	Percentage of Responses*
Task Force Representation	27
Testimony at Public Hearing	27
Feasibility Study	21
Survey Respondent	10
Delphi Process	5
Sponsorship of Public Hearing	5
Representation on State Advisory Council	5
Competency Identification	0
Competency Validation	0

*More than one selection could be chosen.

Both State Directors and Affiliate Presidents who indicated that their states required special ABE certification reported on who participated in the final decision to require the certification in their states. A list of nine possible participants was given as possible choices. No respondents reported that union contracts were used. "Other" participants indicated were the state superintendent (mentioned by two state directors), state board of teaching, commission on teacher certification, teachers, and a professor. Table 12 shows the participants in the final decision making process.

Table 12

Participants in the Final Decision to Require ABE Certification as Reported by State Directors and Affiliate Presidents

Participant	Percentage of Responses*		
	State Directors	Affiliate Presidents	Combined
State Department Adult Education Unit	23	35	29
State Board of Education	23	24	24
Practitioners	12	14	13
Local Directors	12	10	11
State Adult Education Professional Association	19	3	11
Local Superintendents	7	7	7
State Legislature	4	7	5
Union Contract	0	0	0
TOTAL	100%	100%	100%

*More than one selection could be chosen.

Suggested Resources Related to ABE Certification

Respondents and professionals in the field suggested resources for further study in ABE certification. These resources were research reports, state association position papers, and other related documents. In addition, some respondents listed names of people to contact for further information about ABE certification. A list of the suggested publications and human resources appears in Appendix F.

Requirements for Certification in Adult Basic Education

Part of the controversy surrounding the issue of adult basic education teacher certification concerns the requirements for it. Over the years, these requirements have been questioned for many reasons. For example, much of the criticism is related to the fact the certification is credit-based and is not statistically correlated to teacher performance. Some of the critics questioned the appropriateness of requirements that differ for teachers who have the same type of responsibilities but work in different settings or states. For example, in some cases, requirements exclude the possibility of employing university or college degreed adult educators by recognizing only elementary and/or secondary teacher preparation.

The concern over certification is also illustrated by the fact that special task forces were created to study certification issues. Both the Commission of Professors of Adult Education and the National Association for Public Continuing and Adult Education (NAPCAE) created such task forces in 1976 (Cameron, 1981, p. 74) No official positions were established

Both the requirements and language for ABE certification are inconsistent from state to state. The requirements described in Appendix E are for the seven states that currently mandate certification, and the six states (including the District of Columbia and New York City) that have special requirements, but not certification in adult basic education. The states that currently mandate ABE teacher certification are: Arizona, Arkansas, Delaware, Georgia, Louisiana, Mississipi, and Missouri. A variety of other practices are described for Alabama, California, District of Columbia, Minnesota, New York City, and Rhode Island.

Types of ABE Certification Methods

Combination of experience, degree, and/or course work. Applications are accepted from individuals who are a) teachers at colleges belonging to an approved accrediting association, b) holders of regular state certificates, and c) individuals outstanding in the field--college graduates or experienced staff members (including paraprofessionals) with letters of recommendation and verification of prospective employment. All teachers must pay a fee for a certificate.

Credit-based degree and endorsement. The candidates must have a bachelor's degree from a fully accredited college or university, completion of general education teaching requirements, and completion of adult basic education courses. In some states, experience can be substituted for the practicum work. Higher education institutions offer the required course work.

Emergency Certificate. The candidate must have a written request by the employing superintendent with board approval.

Endorsement. Several types of endorsement were identified. They were: a) Teachers and/or administrators must have a degree and specialized adult education credit courses. Approved staff development, summer institutes, inservice credits, internship or experience can be substituted for specialized adult education credit courses, b) The candidate must have a teaching certificate and five approved specialized courses in adult education or the equivalent in a local staff development plan specifically approved by the State Board of Education, c) Teaching certificate plus additional semester hours of adult basic education courses; institutions offer required course work, and d) Bachelor's degree, plus a course in adult basic education for both standard and provisional certificate.

Variations of a Certificate. In order to be awarded a life certificate a candidate must have a) fulfilled the requirements for a regular life teaching certificate, b) completed at least two semester hours in Psychology and Education of the Exceptional Child, and c) completed 21 semester hours in adult education. Five-year certificates in ABE are granted on a) meeting of requirements of a regular five-year certificate, b) completion of eight semester hours of course work in adult education, and c) the recommendation of a local superintendent or Director of Adult Education who will employ that person. In order to be awarded a one-year certificate, candidates must a) have a baccalaureate teacher's degree, b) attend a one semester hour ABE teacher training workshop, and c) have the recommendation of a local superintendent or Director of Adult Education who will employ that person. In another state a four-year standard certificate plus 30 graduate credit hours are needed to obtain a five-year certificate in adult education. The five-year certificate is based on the master's degree.

Varying Forms of ABE Requirements

Combination of Experience and/or Course Work. The candidates must have a total of five years experience and/or course work in addition to being approved by a variety of legal restrictions (i.e. high school diploma, knowledge of the constitution, etc.).

Licensure. A teacher examination for a license in a special adult education area (e.g. teacher of basic literacy to adults, teacher of basic English as a Second Language (ESL) to adults, etc.).

One Required ABE Course. All adult basic education teacher candidates must submit proof of having completed a required college level course in ABE.

Optional Certificate. The candidates have the option to complete college course work which has been approved by the State Department of Education. The certification is granted by the higher education institution rather than by the state.

Voluntary Endorsement Process Conducted by a Professional Association. A voluntary endorsement process to provide personal and professional development for adult basic education teachers in general. This process offers administrators, counselors, reading teachers, ESL teachers, paraprofessionals, and volunteers an opportunity to provide evidence of their competencies as identified by the professional association in a portfolio. For further details see page 36.

Reasons That States Do Not Require ABE Teacher Certification

The respondents were provided an opportunity to chose the three most important reasons why their states did not require certification from fifteen alternatives. These items were scored in the same manner as those items listed in Table 8. The reasons reported by State Directors and Affiliate Presidents were closely matched. Therefore, they are reported with combined scores in Table 13.

Table 13

Reasons That States Do Not Require Certification for ABE Teachers as Reported by State Directors and Affiliate Presidents

Statement	Rank	Score
Certification would remove non-academically prepared but effective teachers from the teaching market.	1	58
Certification is an unreasonable demand for part-time teachers.	2	53
Competency-based inservice training is offered as an alternative.	3	39
Certification would limit the number of qualified instructors in rural areas.	4	38
There is no guarantee that a certified teacher is competent.	5	34
There is a lack of validated criteria for certification.	6	24
Certification will not legitimize the field of adult basic education.	7	11

Position Toward ABE Certification

More Affiliate Presidents reported that they believed that ABE certification would improve the quality of teaching than did State Directors. State Directors and Affiliate Presidents' positions toward ABE certification are shown in Table 14.

Table 14

Position Toward the Effects of ABE Certification on the Quality of Teaching as Reported by State Directors and Affiliate Presidents

Position	Directors	Presidents
Favorable	44%	76%
Unfavorable	36%	12%
Undecided	20%	12%
TOTAL	100%	100%

Of the respondents who reported that adult basic education certification would have a favorable effect on the quality of teaching, four major points of view were discussed. First, it was believed that standards are necessary to promote acceptability of adult basic education programs by the students, the public, and potential employees. It was also felt that ABE certification would prevent individuals from entering the field accidently, then bumping trained adult educators from their positions. Another point of view expressed was that preparation in adult education would better prepare teachers, help them stay current in the field, and provide andragogical principles which are necessary to work effectively with adults. A final point was that ABE certification would provide professional status and visibility to the field, and thus, would prevent many full-time people from leaving for better paying jobs.

The respondents who said that adult basic education certification would not have a favorable effect on the quality of teaching reported three major points. First, the emphasis was the fact that certification does not mean that a certified teacher is competent. In relation to that point, it was stressed that ABE certification would remove non-academically prepared but effective teachers from the job market. It was believed that this action would cause confusion and disrupt services. Another viewpoint reported, was that adult basic education is changing due to the economy and is shifting toward the private sector. As a result of the shift, it was believed that certification will be viewed in a different way. The third major point was that inservice training was offered as an alternative to certification. It was reported that the training leading to certification would have a favorable effect on the quality of teaching, but that certification itself would not necessarily have a favorable effect. It was expressed that inservice education was very important to the quality of teaching and if it met the needs of teachers, then ABE certification would not be necessary. Some of the respondents expressed indecision about the issue of adult basic education certification. On one hand, the respondents felt that certification would create professionalism in the field. On the other hand, the respondents raised such issues as whether or not certification would eliminate some great teachers without proper credentials or limit potential candidates for hiring. Another respondent noted that staff development seems to be working quite well. Still another respondent said that certification would be considered if the standards were relevant.

The respondents were provided an opportunity to score the importance of the issue of adult basic education certification on a scale of one to ten. A score of 1 indicated that the issue was not important, while a 10 was very important and a 5 was rated as moderately important. The scores for the importance of the issue of ABE certification are shown in Table 15.

Table 15

Importance of ABE Certification

as Perceived by

State Directors and Affiliate Presidents

	Directors	Presidents
Important	8	10
(Mean Score)	(4.5)	(4.8)
Not Important	22	13
Missing	20	27
TOTAL by States	50	50

In Table 14, a little over three-fourths of the Affiliate Presidents reported that ABE certification would have a favorable effect on the quality of teaching, while only 44 percent of the State Directors agreed. Even though one-third more Affiliate Presidents agreed with the effects of ABE certification on the quality of teaching, they scored the importance of certification at nearly the same score. The Affiliate Presidents scored the importance at 4.8, while the State Directors scored it at 4.5. Both scores were slightly below the level of moderate importance on a scale of 1 to 10.

The Remaining States

Opponents. According to the critics of ABE certification, the major issues were focused on the quality of teaching, hiring practices, the effectiveness of higher education for teacher preparation, and against certification in general. There was great dissatisfaction in regard to certification because it cannot guarantee that a teacher is competent or the quality of teaching. The opponents argued that certification may bring professionalism to teachers, but it would not motivate people to care or have a commitment to adult basic education. Certification was blamed for restricting the ABE hiring practices, particularly in rural areas. In addition, it was reported that certification will keep qualified people from working in the field. Higher education institutions were not believed to be effective at training and delivering ABE teacher preparation. In addition, it was charged that adult education at the graduate level is primarily aimed at preparing administators rather than teachers. It was suggested that the only advantage of higher education preparation is merely to promote the institutions and to insure jobs for college professors. Still another respondent added that ABE teachers benefit more from seminars, workshops, and conferences by veteran ABE teachers than from college professors who are not familiar with the needs of ABE teachers. Finally, it was suggested that to establish certification in ABE would be a step backward, since there is no criteria on which to base certification. Because certification was not linked to training or performance, it was not recommended.

New Mexico, A Special Case

The State Director of New Mexico reported that the state had ABE certification in the form of endorsement to a regular teaching certificate until three years ago. In New Mexico, the bulk of the ABE programs are operated through adult learning centers at post-secondary vocational institutions. Many of the functions and duties are carried out successfully by part-time staff. However, certification was discontinued because 95% of the staff are part-time. These part-time staff are paraprofessionals, aides, graduate assistants, volunteers, work study students, and the like. In New Mexico, inservice training is offered as an alternative to certification. This alternative was implemented due to a lack of validated operational criteria for certification in the field of adult basic education.

Supporters. The supporters of ABE certification argued that it would establish credibility in the field, provide base line information for teachers, and set direction for the field by adult educators rather than by legislators or politicians. These respondents suggested that certification would improve the quality of teaching, certify qualified personnel, give the field credibility, and enhance the field of ABE in general. Other supporters also reported that certification would provide ABE teachers with base line information regarding adult learning theory, teaching techniques, and methods for adults. Still other respondents emphasized that staff development workshops should be offered to meet the instructional needs of ABE teachers. One respondent suggested that certification for adult basic education personnel be implemented in the following sequence: administrative or supervisory positions, full-time staff, and part-time staff. Further, when funding was linked with certification the following issues were raised: Will certification require administrators to hire more full-time teachers? Should adult basic education professionals be encouraged to develop certification guidelines before they are imposed upon them by politicians? Will certification provide adult basic education teachers an opportunity to earn wages equal to other teachers? Would the establishment of a form of ABE certification necessarily cost an unaffordable amount of money?

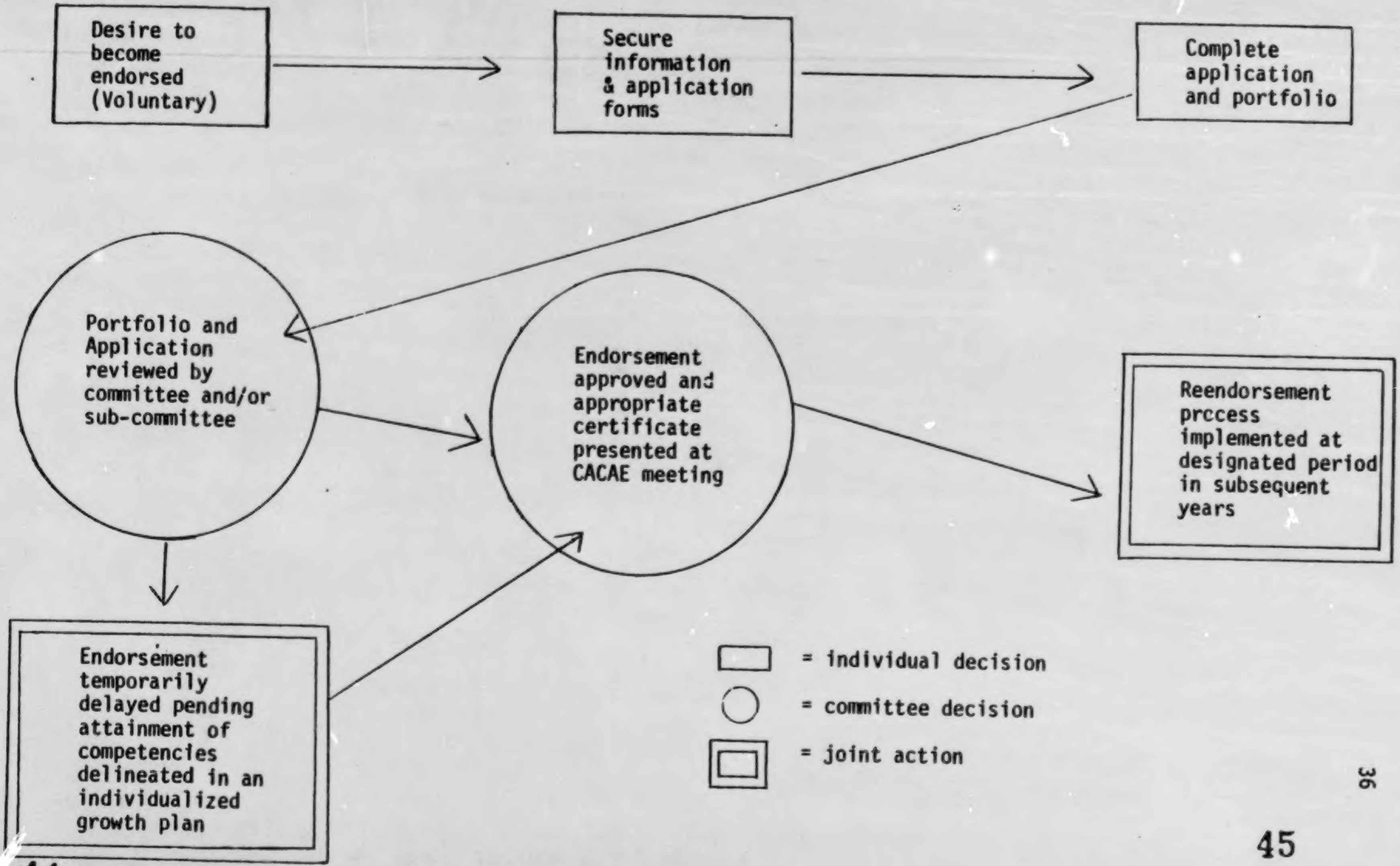
Colorado, A Special Case

Over a period of five years a competency-based endorsement process was developed and implemented by the Colorado Association for Adult and Continuing Education. The purpose of the project was to provide a vehicle for personal and professional development. This voluntary process offers administrators, counselors, reading teachers, ESL teachers, paraprofessioanls, and volunteers to provide evidence of their competencies as identified by the association in a portfolio. The portfolio is then revised by a panel of professionals within the association. When endorsed, the candidate receives a certificate from the association at the annual Colorado state conference. Ten adult educators have been endorsed thus far, with John Snider of Colorado State University being the first to be endorsed. A chart showing the endorsement application procedures is shown on the next page.

It is the intention of the association to eventually request that the state recognize the competency-based endorsement process as a means of certification for adult educators.

Colorado Association for Adult and Continuing Education

ENDORSEMENT APPLICATION PROCEDURES


Desire to become endorsed (Voluntary)
Secure information & application forms
Complete application and portfolio
Portfolio and Application reviewed by committee and/or sub-committee
Endorsement approved and appropriate certificate presented at CACAE meeting
Reendorsement prccess implemented at designated period in subsequent years
Endorsement temporarily delayed pending attainment of competencies delineated in an individualized growth plan
= individual decision
= committee decision
= joint action

United States Territories

None of the respondents from the United States Territories indicated that they required certification in adult basic education. Reasons reported for not having ABE certification were: a) there is a lack of validated criteria for certification, b) competency-based inservice training is offered as an alternative, c) there is no guarantee that a certified teacher is competent, and d) certification is an unreasonable demand for part-time teachers, e) ABE certification is a luxury that education is unable to afford.

The positive responses in favor of ABE certification were that it would a) better prepare teachers for the classroom, b) provide better qualified personnel to perform their roles as adult educators, and c) bring status to the teachers in the program. One state director noted that it had never been discussed but that he believed it should be established.

Certified Teachers and Graduate Students

Certified Teachers and Graduate Students in adult education were interviewed on the topic of ABE certification and their perception of their education and its relationship to ABE practice. The Certified Teachers were referred by State Directors and Affiliate Presidents whose states require ABE certification or use some type of ABE requirement. Graduate Students were referred by Pennsylvania Professors of Adult Education. A total of fourteen individuals were interviewed by telephone. It is recognized that this sample is too small for making reliable generalizations. Let it be noted that these findings do not imply that the sample represents the view point of all teachers. However, the data are suitable for looking for patterns and drawing tentative conclusions regarding ABE certification.

On a scale of one to ten, the total group rated the importance of ABE certification a score of 6.9, between moderately important and very important. It is interesting to note that the teachers from states which require ABE certification unanimously favored it, while the graduate students from Pennsylvania were undecided. The Certified Teachers in states requiring ABE certification rated their programs of study more relevant than did the Pennsylvania graduate students.

Overall, the group reported the following courses as most valuable for adult basic education. They are:

The Adult Learner
Instructional Planning
Methods and Materials
Teaching of Reading in ABE
Administration of ABE
Principles of Adult Education
Group Processes
Evaluation of ABE
Teaching Math in ABE
Teaching of English
Foundations of ABE
Contemporary Issues in ABE

Certified Teachers and Graduate Students reported the identification and validation of competencies as a worthy planning process, while none of the State Directors or Affiliate Presidents indicated that they used the process. Some of the respondents reported that they supported competency-based certification, emphasized the differences between teaching adults and children, and were concerned about establishing a career path of upward mobility for adult basic education.

American Association for Adult and Continuing Education (AAACE)

According to the directors and current presidents of the American Association for Adult and Continuing Education (AAACE) the topic of adult basic education certification is considered important but has just not come to the forefront within the association. Consequently, the AAACE Board does not have an official position on the issue. On the other hand, at least four AAACE units within the association have addressed the issue. These units are : Adult Competency Education, Commission on Adult Basic Education, Commission of Professors, and State Directors. None of these units have an official position at this time.

When planning certification for adult basic education, it was suggested that the state department, state legislature, and state adult education professional association work together. The relationship between the State Board and State Department was emphasized, since the State Board sets policy and the State Department implements that policy. It was stressed that the state adult educational professional association take part in establishing professional standards for certifying adult basic education teachers. One respondent noted that the state associations could also collaborate with the AAACE national office to develop the standards. In order to avoid losing effective, but non-certified existing ABE teachers, it was suggested to "grandfather" them into the system.

Both sides of the issue were collectively presented by the AAACE respondents. On one hand, they reported that adult students would benefit from professional teacher certification, the quality of teaching could be substantially improved and the consumer would be protected. On the other hand, they noted that certification would remove non-academically prepared but effective teachers from the job market, there is no guarantee that a certified teacher is competent, and certification is an unreasonable demand for part-time teachers.

Finally, the Executive Director of AAACE recommended that there is a need for a significant research study to ascertain the appropriate credentialing or certification system for adult basic education. Further, it was noted that there should be accreditation of the programs and certification of the competencies within the programs.

Commission on Adult Basic Education (COABE)

The current President of the Commission on Adult Basic Education reported that the Commission has discussed adult basic education certification from time to time, but there is no official position on the topic. When surveyed, however, the current President reported that ABE certification is not important and that he was not in favor of it. Further, he noted, Region X of AAACE is also strongly opposed to ABE certification.

The major reasons provided by the President in opposition to ABE certification were that many outstanding teachers are not certifiable and that certification would limit the number of qualified teachers in the rural areas. It was noted that there are many good staff development programs available. Other issues raised by the President were that certification would lead to unionization which would have a deadly effect on the field and that the field of ABE is not prepared to handle the costs associated with certification. In addition, it was noted that there is a good cadre of full-time professionals and that part-time teachers have been very healthy for the field. New part-time teachers were believed to bring new energy to the field of others "burn out" and leave it. For this reason, it was believed by the President that certification would be an unreasonable demand on part-time teachers.

The other COABE respondent, a past president of the Commission, was by in large, undecided about whether ABE certification should be established. The respondent noted that if certification were established, the State Department and the AAACE national association should jointly provide the leadership. Further, it was suggested that practitioners should be involved in assisting in identifying and validating competencies for adult basic education certification. Certification would provide incentives for ABE teachers to continue their professional training and that certification would enhance the status of ABE practitioners. On the other hand, the respondent cautioned that there is no guarantee that a certified teacher is competent, there is no validated criteria for certification, and it would limit the number of qualified teachers in rural areas.

Professors of Adult Education in Pennsylvania

There are six degree programs in adult education within the Commonwealth of Pennsylvania. None of the degree programs provide courses exclusively for adult basic education. The University of Pennsylvania offers courses in literacy which are the most closely related to adult basic education. Course descriptions for six Pennsylvania Adult Education degree programs are included in Appendix G. The programs are located at the following institutions:

Cheyney University of Pennsylvania
Indiana University of Pennsylvania
The Pennsylvania State University
Temple University
University of Pennsylvania
University of Pittsburgh

The opinions of the professors regarding whether or not to require certification for adult basic education were mixed. The responses ranged from not important to very important. Three professors strongly opposed offering adult basic education certification; one felt that it was important to offer; and the opinions of the others were not reported. Arguments against certification in ABE were that it would: a) increase the cost of teaching, b) inflate the bureacracy, and c) be difficult if not impossible to administer evenly or effectively. One supportive comment was that certification would allow quality control in adult basic education. Another favored voluntary certification conducted by a professional board.

One professor recommended that a segment of the state conference, usually in Hershey, Pennsylvania, be devoted to discussing and debating the matter of certification, licensing, and improvement of teaching adults. The professor felt that this discussion would help to clarify many matters.

Pennsylvania Practitioner's Meeting

Procedures

A meeting was held on June 30, 1983 concerning adult basic education certification. Seven practitioners and the Director of the Pennsylvania Department of Education, Bureau of Certification were in attendance, along with the director of the project, graduate student, and adult education consultant. The purpose of the meeting was to review the literature prepared for the study and to make some recommendations about the feasibility of requiring and delivering certification for adult basic education teachers in Pennsylvania.

Following the introductions, time was allotted for general discussion. After the discussion, the group was divided into subgroups. Each individual randomly chose cards with issues listed on them. These issues were drawn from the literature of which each individual had a copy. The literature is appended as Appendix A. Consequently, each subgroup had seven issues in support of and seven issues in opposition to the certification of ABE teachers. The participants were directed to discuss each issue and write a statement about it on the cards provided. When statements had been written for all of the issues, the subgroups reconvened as a total group to discuss the written responses. The minutes are appended as Appendix H.

Following the subgroup reports and subsequent discussions about the issues, there was a general discussion about the topic of ABE certification. A preliminary polling indicated that the seven practitioners were in favor of certification, but the method for carrying out the certification was unclear. The possibilities of certification methods suggested at the meeting were: traditional elementary or secondary certification as a minimum standard, a four-year college degree, and/or a special form of certification for adult basic education. While the group reached these conclusions, they felt that they needed more time to deliberate on the issues. Therefore, it was decided that further opinions about the subject could be solicited through the means of a survey instrument.

After the meeting, the project director, graduate student, and adult education consultant combed through the literature and the minutes of the meeting to derive items to which the practitioners could strongly agree, agree, disagree, or strongly disagree. The opinionnaire was mailed to those in attendance, plus those who had been invited but could not attend, seventeen individuals in all. A copy of the opinionnaire may be found in Appendix I. Those who were unable to attend the meeting also received a copy of the literature related to ABE certification. See copy of the literature in Appendix A.

Analysis

Survey items derived from the Pennsylvania Practitioner's Meeting were sent to seventeen individuals, twelve of them responded. These items were sent to Pennsylvania practitioners just to get an indication about how they would respond to them. Let it be noted that this is only the beginning of a practitioner's survey instrment; significantly more study would need to be performed in order to develop an instrument for all Pennsylvania practitioners. The items are listed in Table 16, they are ranked ordered based on the average score for each item. The items were scored in the following way. Strongly agree was given a weight of 4, agree was given a weight of 3, disagree was a 2, and strongly disagree was a 1. For each of these items, the scores were added together and divided by the total number of respondents to that item. Thus, yielding an average score. This average was used to rank each of the items.

Table 16

Responses to an Opinionnaire on ABE Certification

by Pennsylvania Practitioners

	Rank	Score
Research about adult basic education learners should be used in helping to establish competencies for certification of teachers.	1	3.50
An adult basic education teacher certified on the basis of validated competencies would be more effective than one who relies on trail and error, and chance.	1	3.50
Certification in adult basic education should stress competencies in the area of the affective domain as well as the cognitive.	3	3.41
The traditional certification system has been a convenient way of determining who has met requirements.	4	3.25
Adult basic education certification should be based on competencies rather than simply on acquisition of credits in adult education.	4	3.25
The initiation of a certification process in adult basic education would emphasize the need for and result in a list of validated competencies.	4	3.25
The preparation, certification, and performance of adult basic education teachers should be based on the same validated competencies.	7	3.16
Adult basic education teachers should be required to demonstrate skills to work with poorly motivated adults with special learning needs.	8	3.08
A new certification system should correlate to teacher performance in the classroom.	9	3.00
Traditional certification course requirements do not allow for flexibility.	10	2.91
Certification would serve the interest of the adult basic education teachers by providing: a. increased professional status (3.25) b. access to a career ladder (2.9) c. new job markets (2.8) d. job security (3.7) e. higher pay scale (3.08) f. upward mobility (2.75)	11	2.90

Table 16 (Continued)

Responses to Opinionnaire on ABE Certification

by Pennsylvania Practitioners

	Rank	Score
Special certification considerations should be given to effective teachers without formal academic preparation.	11	2.90
It would be beneficial to change from the traditional certification system to a competency-based certification system.	11	2.90
A competency-based certification system should be an alternative rather than a replacement to the traditional certification system.	11	2.90
The endorsement method of certification should not be embraced by adult basic education teachers because it is a continuation of the traditional certification system.	15	2.70
Adult basic education teachers should be required to review their certification periodically.	16	2.42
A unique adult basic education certification system should be established distinct from traditional certification because of: a. the part-time status of teachers (2.5) b. the small number of teachers involved (2.0) c. the undependable funding (2.1)	17	2.20

NOTE: Pre-school and adult education are not within the rubric of compulsory education as mandated by the current school code which sets parameters for certification requirements. (Pa. Public School Code, Act of 1949, as amended, P.L. 30)

When asked who the "interlopers" or "interferers" were as discussed in the literature, the respondents replied:

1. Interlopers are those who believe that knowledge, skills, and abilities gleaned through other professional education program and experiences have automatic transferability to work with adult education populations.

2. Interlopers are those without credentials or educational background in the field.
3. Adult basic education students require attention to the "whole person"--coping, computational, language arts skills, in addition to reading. ABE students need specially trained and skilled teachers, not just well meaning, untrained volunteers.
4. The concept of an interloper or interferer is elitist and seems pejorative of the widespread self-directed learning movement in this country.
5. Interlopers are people who do not possess certifiable qualifications. How else can adult basic education be considered a profession?
6. Interlopers are fully certified teachers who drift into the system simply on the basis of seniority. These teachers show little understanding or desire to acquire any understanding. They are veterans of the system; they know that they can get by on politics until they retire. Meanwhile, the students are the victims.
7. Interlopers could be the people who do not have an educational certificate, but are terrific teachers of adults. On the other hand, couldn't ineffective elementary teachers be the interlopers?
8. Interlopers are the social service and community-based agencies which feel they can initiate educational programs for adults without seeking assistance from the local educational or state educational adult education agencies.

Position Toward ABE Certification

Eighty-three percent of the Pennsylvania practitioners favored ABE certification, while 8% were undecided. The supporters of adult basic education certification stessed that it would bring recognition, credibility, and professionalism to the field if it were a well planned and guided change. They also reported that it would improve the teaching and the overall quality of the staff by preparing them with special skills so they could be more effective. One respondent cautioned that Pennsylvania legislators and the state education department do not rate adult basic education very high in importance. For example, there are no state funds exclusively for ABE. Consequently, the future status of a certified adult basic education teacher in Pennsylvania was questioned.

One respondent who did not support ABE certification argued that certification should not be accepted as it presently is conceptualized. One alternative suggestion was to offer effective staff development and/or local inservice programs.

Another respondent was supportive of certified teachers, but was not sure that adult basic education certification should be separate from the traditional certification system.

Suggested Methods for ABE Certification

Several methods were suggested by the practitioners for implementing ABE certification. Overall, it was stressed that the establishment of certification should be well planned and carefully executed. Some of the suggestions for implementing ABE certification were: a) multiple option entry requirements, b) requiring both demonstrated competencies and course work or inservice training, c) integration of competency performance into the course work structure, and d) continuing the traditional credit-based system for major and minor degrees such as a combination of elementary education and adult education. Suggested course requirements were: Teaching Reading to Adults, Treatment of Reading Disabilities, Working with Adult Learners, and Affective Educational Techniques. A final suggestion was that higher education institutions issue their own certificates to those completing a set of ABE courses, such as are already issued for English as a Second Language (ESL) and Computer Literacy.

Other Issues

One respondent suggested that there be credit for adult basic education teaching experience until a permanent certificate is available. Another respondent suggested that traditional certification may serve as a basis for entry into the field. After the initial entry a series of mandatory workshops could be offered over a period of two years to establish ABE credentials for current teachers. Still another respondent indicated that the focus should be on upgrading the skills of existing teachers. Finally, it was recommended that "the emphasis should be placed on education and government officials to recognize and support ABE in Pennsylvania. With increased status, importance, and funding the Department of Education and Institutions of higher education will look more favorably at ABE certification." Several practitioners volunteered to participate on future committees, commissions, or task forces regarding the topic of certification.

Findings

The findings of this section are the results of the six surveys and a Pennsylvania Practitioner's Meeting including an opinionnaire. The data were collected in order to determine the feasibility of requiring and delivering certification to ABE teachers in Pennsylvania. The findings were:

State Directors and Affiliate Presidents

1. Seven (14%) of the fifty states require certification for adult basic education teachers. They are: Arizona, Arkansas, Delaware, Georgia, Louisiana, Mississippi, and Missouri.
2. Six (12%) of the fifty states (including the District of Columbia and New York City) offer varying forms of requirements for adult basic education teachers. They are: Alabama, California, District of Columbia, Minnesota, New York City, and Rhode Island.
3. Of all the types of certification chosen elementary and/or secondary education certification were chosen nearly one-half (45%) of the time. Approximately one quarter of the time, no type of certification was indicated. Other types of certification reported were special education, vocational education, board approved or "qualified non-certified", acceptance of any valid teaching certificate, a high school diploma, and a college degree.
4. More Affiliate Presidents (77%) believed that ABE certification would have a favorable effect on teaching than did State Directors (44%).

5. Five methods of certification were identified for adult basic education. They were: a) Combination of experience, degree, and/or course work, b) credit-based degree and endorsement, c) Emergency Certificate, d) Endorsement, and e) Variations of a Certificate.
6. Five varying forms of adult basic education requirements are: a) Combination of experience and/or course work, b) Licensure, c) One Required ABE Course, d) Optional Certificate, and e) Voluntary Endorsement Conducted By a Professional Association.
7. The requirements and language for adult basic education certification are inconsistent from state to state, especially for the terms adult education, adult basic education, certification, and licensure.
8. The four most important reasons for having ABE certification reported be the states that have it are: a) Teachers need special skills to provide relevant educational opportunities for adult basic education students, b) Adult students would benefit from professional teacher certification, c) The quality of teaching in adult basic education can be substantially improved through certification, and d) Certification will enhance the status of adult basic education practitioners.
9. The State Department of Education, State Adult Education Professional Association, and the American Association for Adult and Continuing Education (AAACE) were most often suggested as the agency and associations that could provide leadership to initiate ABE certification. Higher education institutions were ranked ordered in the position of 4. The composite of comments from all of the surveys regarding higher education institutions indicated that higher education institutions were not believed to be effective at training and delivering ABE teacher preparation. In addition, it was charged

that adult education at the graduate level was primarily aimed at preparing administrators rather than teachers. It was suggested that the only advantage of higher education preparation was to promote the institutions and insure jobs for college professors. Further, it was commented that ABE teachers benefit more from seminars, workshops, and conferences by veteran ABE teachers than college professors who are not familiar with the needs of ABE teachers.

10. The Affiliate Presidents reported most often that the State Education Agency, State Board of Education, universities and colleges, and public educational agencies (practitioners) should be involved in the initial planning process for certification of ABE teachers. The next groups most often reported were community and junior colleges, literacy programs, and community organizations. Business and industry, correction institutions, legislators, and vocational education were mentioned. But no one reported foundations, labor unions, libraries, private educational agencies, religious institutions, senior citizens agencies, and/or voluntary organizations.
11. The types of planning processes most often reported by the Affiliate Presidents were task force representation, testimony at public hearings, feasibility studies, and surveys. The Delphi process, sponsorship of public hearings, and representation on state advisory councils were mentioned. None of the Affiliate Presidents reported using the identification and validation of competencies.
12. Both state directors and affiliate presidents most often reported that the State Department Adult Education Unit and the State Board of Education would make the final decision to require ABE certification.

The next most reported groups were the practitioners, local directors, and state adult education professional association. They were followed by local supertintendents, and state legislators. None of the respondents reported "union contract."

13. Thirteen publications and thirteen individuals were suggested as resources for further study related to ABE certification.

14. The three most important reasons reported by State Directors and Affiliate Presidents concerning why states do not require ABE certification were: a) Certification would remove non-academically prepared but effective teachers from the job market, b) Certification is an unreasonable demand for part-time teachers, and c) "competency-based" inservice training is offered as an alternative.

15. On a scale of one to ten, ten being most important, the Affiliate Presidents scored the importance of ABE certification at 4.8, while the State Directors scored it as 4.5. Both scores were slightly below the level of "moderately important".

Inservice training and staff development programs were offered as a satisfactory alternative to meet the instructional needs of ABE teachers in lieu of ABE certification.

17. When funding was linked with certification the following issues were raised: Will certification require administrators to hire more full-time teachers? Should adult basic education professionals be encouraged to develop certification guidelines before they are imposed upon them by politicians? Will certification provide adult basic education teachers an opportunity to earn wages equal to other teachers? Would the establishment of a form of ABE certification necessarily cost an unaffordable amount of money?

Certified Teachers and Graduate Students

1. A small sample (fourteen) of the teachers were interviewed, and the results should not be taken to imply that they represent all teachers. However, it is interesting to note that the teachers from the states which require ABE certification unanimously favored it, while the graduate students from Pennsylvania were undecided. In addition, the teachers in states requiring ABE certification rated their programs of study more relevant than did Pennsylvania graduate students.

2. The teachers and graduate students reported the following courses to be most valuable for adult basic education:

   The Adult Learner
   Instructional Planning
   Methods and Materials
   Teaching of Reading in ABE
   Administration of ABE
   Principles of Adult Education
   Group Processes
   Evaluation of ABE
   Teaching Math in ABE
   Teaching of English
   Foundations of ABE
   Contemporary Issues in ABE

3. Both the teachers and graduate students reported the identification and validation of competencies as a worthy planning process, while none of the State Directors and/or Affiliate Presidents indicated that they used the process.

American Association of Adult and Continuing Education (AAACE)

1. The topic of ABE certification is considered important, but it just has not come to the forefront within the Association. Consequently, the AAACE Board does not have an official position on the issue.
2. Both sides of the issue were collectively presented by the AAACE respondents. On one hand, they reported that adult students would benefit from professional teaching certification; the quality of teaching could be substantially improved and the consumer would be protected. On the other hand, they noted that certification would remove non-academically prepared but effective teachers from the job market, there is no guarantee that a certified teacher is competent, and certification is an unreasonable demand for part-time teachers.
3. The national association suggested that the State Department, State Legislature, and state adult education professional association work together to plan certification for adult basic education. The relationship between the State Board and State Department was emphasized, since the State Board sets policy and the State Department implements policy. It was stressed that the state adult education professional association take part in establishing professional standards for certifying adult basic education teachers. It was noted that the state association could collaborate with the AAACE national office to develop the standards. In order to avoid losing effective but non-certified teachers, it was suggested to "grandfather" them into the system, whatever it may be.
4. It was recommended that there be a significant research study to ascertain the appropriate credentialing or certification system for

adult basic education. Further, it was noted that there should be accreditation of programs and certification of the competencies within the programs.

Commission on Adult Basic Education (COABE)

1. The topic has been discussed from time to time, but there is no official position. The current president is personally strongly opposed to ABE certification. The reasons given were: a) It would eliminate many outstanding non-certified teachers in rural areas, b) Good staff development programs are available, c) It would lead to unionization which would be deadly to the field of ABE, d) The field is not prepared to handle the costs, and e) It would be an unreasonable demand on new part-time teachers who bring "new energy" to the field when the others "burn out" and leave it.
2. A past president was undecided about whether ABE certification should be established but it was noted that if it should be, the State Department and the American Association for Adult and Continuing Education (AAACE) should work together to provide leadership. In addition, it was suggested that the practitioners should be involved in identifying and validating competencies for ABE certification.

Professors of Adult Education in Pennsylvania

1. Three professors strongly opposed ABE certification; one felt it was important; and the other opinions were not reported.

2. Arguments against ABE certification were that it would: a) increase the cost of teaching, b) inflate the bureaucracy, and c) be impossible to administer evenly and effectively.
3. Those who supported ABE certification felt that it would allow quality control over ABE. Another favored voluntary certification conducted by a professional board.
4. It was recommended that a segment of the state conference, in Hershey, Pennsylvania, be devoted to discussing and debating the matter of ABE certification, licensing, and improvement of teaching adults. It was felt that this debate would help to clarify many matters.

Pennsylvania Practitioner's Meeting

1. A small sample of seven Pennsylvania practitioners attended a meeting, and twelve practitioners responded to a survey. These individuals were instrumental in assisting in identifying some Pennsylvania ABE certification issues. This was only the beginning of a practitioner's survey instrument. Significant study would need to be performed in order to develop a survey instrument to survey all Pennsylvania practitioners.
2. Eighty-three percent of the Pennsylvania practitioners favored ABE certification, while 8% were undecided.
3. The practitioners who supported adult basic education certification stressed that it would bring recognition, credibility, and professionalism to the field if it were a well planned and guided change. They also reported that it would improve the quality of teaching and the overall quality of ABE staff by preparing them with special skills so they could be effective. One respondent cautioned that

Pennsylvania legislators and the state education department, in general, do not rate adult basic education very high in importance. For example, there are no state funds earmarked exclusively for ABE. Consequently, the future status of a certified ABE teacher in Pennsylvania was questioned.

One respondent who did not support ABE certification argued that certification should not be accepted as it presently is conceptualized. One alternative suggestion was to offer effective staff development and/or local inservice programs.

Another respondent was supportive of certified teachers, but was not sure that adult basic education certification should be separate from the traditional system.

4. The major issues with which the practitioners agreed were:
   a) Research about adult basic education learners should be used in helping to establish competencies for certification of teachers.
   b) An adult basic education teacher certified on the basis of validated competencies would be more effective than one who relies on trail and error, and chance.
   c) Certification in adult basic education should stress competencies in the area of the affective domain as well as the cognitive.
   d) The traditional certification system has been a convenient way of determining who has met requirements.
   e) Adult basic education certification should be based on competencies rather than simply on acquisition of credits in adult education.
   f) The initiation of a certification process in adult basic education would emphasize the need for and result in a list of validated competencies.

g) The preparation, certification, and performance of adult basic education teachers should be based on the same validated competencies.

h) Adult basic education teachers should be required to demonstrate skills to work with poorly motivated adults with special learning needs.

i) A new certification system should correlate to teacher performance in the classroom.

5. When asked who the "interlopers" or "interferers" were as discussed in the literature, the respondents replied:

a) Interlopers are those who believe that knowledge, skills, and abilities gleaned through other professional education programs and experiences have automatic transferability to work with adult education populations.

b) Interlopers are those without credentials or educational background in the field.

c) Adult basic education students require attention to the "whole person"--coping, computational, language arts skills, in addition to reading. ABE students need specially trained and skilled teachers, not just well meaning, untrained volunteers.

d) The concept of an interloper or interferer is elitist and seems pejorative of the widespread self-directed learning movement in this country.

e) Interlopers are people who do not possess certifiable qualifications._ How else can adult basic education be considered a profession?

f) Interlopers are fully certified teachers who drift into the system simply on the basis of seniority. These teachers show little understanding or desire to acquire any understanding. They are veterans of the system; they know that they can get by on politics until they retire. Meanwhile, the students are the victims.

g) Interlopers could be the people who do not have an educational certificate, but are terrific teachers of adults. On the other hand, couldn't ineffective elementary teachers be the interlopers?

h) Interlopers are the social service and community-based agencies which feel they can initiate educational programs for adults without seeking assistance from the local educational or state educational adult education agencies.

IV. Summary, Conclusions, and Recommendations

Summary

The purpose of this study was to determine the feasibility of requiring and delivering certification for adult basic education teachers in Pennsylvania. A review of the literature revealed that there is growing dissatisfaction with the traditional credit-based teacher certification system. Integral to this dissatisfaction is the fact that traditional credit-based certification is not statistically correlated to teacher performance. Consequently, certification does not guarantee that a teacher is competent.

An examination of the literature also revealed that there are many more opinions about ABE certification than research. Overall, the literature that supported certification emphasized the professional benefits, while arguments against certification generally were criticisms of the effectiveness of the traditional credit-based certification system. Based on the literature reviewed for this study, there was no clear cut rationale for or against adult basic education certification.

The researchers analyzed the literature using fourteen pros and fourteen cons regarding ABE certification. The literature was fragmented and sparse; therefore, surveys were conducted to compensate for the lack of and incomplete information. Six surveys and one meeting were conducted to elicit information about the feasibility of requiring and delivering certification for ABE teachers in Pennsylvania. The surveys collected data about the reasons that states do or do not require ABE certification, the planning processes, and requirements and methods for conducting ABE certification.

The requirements were collected from seven states requiring ABE certification and six states (including the District of Columbia and New York City) offering varying forms of requirements. The documents were analyzed by the researchers using the following key words: degree, credit-based courses, endorsement, licensure, competency-based, and voluntary. Data from this analysis were used to describe the various forms of ABE certification.

The findings of this study were:

1. POSITIONS TOWARD ABE CERTIFICATION

a. State Directors and Affiliate Presidents. Overall, more Affiliate Presidents (77%) believed that ABE certification would have a favorable effect on teaching than did the State Directors (44%). On a scale of one to ten, ten being most important, the Affiliate Presidents scored the importance of ABE certification at a 4.8, while the State Directors scored it as a 4.5. Both scores are of moderate importance. On the other hand, adult basic education teachers referred from states requiring ABE certification and graduate students from Pennsylvania rated the importance of ABE certification at a score of 6.9, between moderately important and very important.

Of all the types of certification selected elementary and/or secondary education certification were chosen nearly one-half (45%) of the time. Approximately one quarter of the time, no type of certification was indicated. Other types of certification reported were special education, vocational education, board approved or "qualified non-certified," acceptance of any valid teaching certificate, a high school diploma, and a college degree.

b. American Association for Adult and Continuing Education (AAACE). The topic of ABE certification is considered important, but it just has not come to the forefront within the association. Consequently, the AAACE Board does not have an official position on the issue. At least four AAACE units within the association have addressed the issue. These units are: Adult Competency Education, Commission on Adult Basic Education, Commission of Professors, and State Directors. None of these units have an official position at this time.

c. Commission on Adult Basic Education (COABE). The topic has been discussed from time to time, but there is no official position. The current president is personally strongly opposed to ABE certification. Another respondent, a past president, was undecided about the issue.

d. Certified Teachers and/or Graduate Students. A small sample of teachers referred from states with ABE certification and graduate students in adult education from Pennsylvania (a total of fourteen) were interviewed. Let it be noted that the results should not be taken to imply that these individuals represent all ABE teachers. However, it is interesting to note that the teachers from the states which require ABE certification unanimously favor it, while the graduate students from Pennsylvania were undecided about it. In addition, the teachers in the states requiring ABE certification rated their programs of study more relevant then did Pennsylvania graduate students.

e. Professors of Adult Education in Pennsylvania. Three professors strongly opposed ABE certification; one felt it was important; and the other opinions were not reported. Arguments against ABE certification were that it would a) increase the cost of teaching, b) inflate the bureaucracy, and c) be impossible to administer evenly and effectively.

f. Pennsylvania Practitioners. A small sample of Pennsylvania practitioners (twelve) responded to a survey instrument--an opinionnaire. The items were derived from an earlier meeting with seven of these practitioners. Let it be noted that this does not mean to imply that the view point of these practitioners would be the same as for all Pennsylvania practitioners. Nevertheless, the results can be used as a starting point or reference point to begin obtaining base line data about how Pennsylvania practitioners feel about certification of ABE teachers in Pennsylvania.

Eighty-three percent of the Pennsylvania practitioners favored ABE certification, while 8% were undecided. The supporters of adult basic education certification stressed that it would bring recognition, credibility, and professionalism to the field if it were a well planned and guided change. They also reported that it would improve the teaching and the overall quality of ABE staff by preparing them with special skills so they could be more effective. One respondent cautioned that Pennsylvania legislators and the state education department, in general, do not rate adult basic education very high in importance. For example, there are no state funds exclusively for ABE. Consequently, the future status of a certified adult basic education teacher in Pennsylvania was questioned.

One respondent who did not support ABE certification argued that certification should not be accepted as it presently is conceptualized. An alternative suggestion was to offer effective staff development and/or local inservice programs.

Another respondent was supportive of certified teachers, but was not sure that adult basic education should be separate from the traditional certification system.

2. STATES THAT OFFER ABE CERTIFICATION

Seven (14%) of the fifty states require certification for adult basic education teachers. They are: Arizona, Arkansas, Delaware, Georgia, Louisiana, Mississippi, and Missouri. The four most important reasons reported in rank order by the State Directors and Affiliate Presidents for requiring ABE certification are: a) Teachers need special skills to provide relevant educational opportunities for adult basic education students, b) Adult students would benefit from professional teacher certification, c) The quality of teaching in adult basic education can be substantially improved through certification, and d) Certification will enhance the status of adult basic education practitioners.

3. STATES THAT OFFER VARYING FORMS OF REQUIREMENTS

In addition to the seven states discussed in the preceding paragraph, six of the fifty states (including the District of Columbia and New York City) offer varying forms of requirements for adult basic education teachers. They are: Alabama, California, District of Columbia, Minnesota, New York City, and Rhode Island.

4. REASONS REPORTED FOR NOT REQUIRING ABE CERTIFICATION

a. State Directors and Affiliate Presidents. The three most important reasons reported for not requiring ABE certification were: a) Certification would remove non-academically prepared but effective teachers from the market, b) Certification is an unreasonable demand for part-time teachers, and c) "Competency-based" inservice training is offered as an alternative.

b. Commission on Adult Basic Education (COABE). Unofficial reasons presented by the current COABE president were: a) It would eliminate many outstanding non-certified teachers in rural areas, b) Good staff development programs are available, c) It would lead to unionization which would be deadly to the field of ABE, d) The field is not prepared to handle the costs, and e) It would be an unreasonable demand for new part-time teachers who bring "new energy" to the field when others "burn out" and leave it.

5. FUNDING LINKED TO CERTIFICATION

When funding was linked to certification the following issues were raised: Will certification require administrators to hire more full-time teachers? Should adult basic education professionals be encouraged to develop certification guidelines before they are imposed upon them by politicians? Will certification provide adult basic education teachers an opportunity to earn wages equal to those of other teachers? Would the establishment of a form of ABE certification necessarily cost an unaffordable amount of money?

6. PLANNING PROCESS FOR ABE CERTIFICATION

Initial Planning. The Affiliate Presidents reported most often that the State Education Agency, State Board of Education, universities and colleges, and public education agencies (practitioners) should be involved in the initial planning for ABE certification. The next group reported were community and junior colleges, literacy programs, and community organizations. Business and industry, correctional institutions, legislators, and vocational education were mentioned. No one reported foundations, labor unions, libraries, private educational agencies, religious institutions, senior citizen agencies, and/or voluntary organizations.

Leadership. The State Directors and Affiliate Presidents reported most often that the State Department of Education, state adult education professional association, and the American Association for Adult and Continuing Education (AAACE) should provide the leadership to initiate ABE certification. Ranked in fourth order were the higher education institutions. However, collective data taken from the discussions associated with all those surveyed revealed the following comments concerning higher education institutions. Higher education institutions were believed to be ineffective at training and delivering ABE teacher preparation. In addition, it was charged that many times adult education at the graduate level was primarily aimed at preparing administrators, not teachers. It was suggested by one respondent that the only advantage of higher education preparation was to promote the institutions and to insure jobs for college professors. Further, it was added, that ABE teachers benefit more from seminars, workshops, and conferences by veteran ABE teachers than college professors who are not familiar with ABE practitioners' needs.

Planning Processes. The national association, AAACE, suggested that the State Department of Education, State Legislature, and state adult education professional association work together to plan certification for adult basic education. The relationship between the State Board of Education and State Department was emphasized, since the State Board sets policy and the State Department implements policy. It was stressed that the state adult education professional association take part in establishing professional standards for certifying adult basic education teachers. It was noted that the state associations could collaborate with AAACE to develop standards.

The types of planning processes most often reported by the Affiliate Presidents were task force representation, testimony at public hearings, feasibility studies, and surveys. The Delphi process, sponsorship of public hearings, and representation on state advisory councils were mentioned. None of the Affiliate Presidents reported using the identification and validation of competencies in planning. However, both the teachers and graduate students and a past president of COABE reported the identification and validation of competencies as a worthy planning process. Thirteen publications and thirteen individuals were suggested as resources for further study related to ABE certification.

Final Decision. Both the State Directors and Affiliate Presidents reported most often that the State Department Adult Education Unit and the State Board of Education should make the final decision to require ABE certification. The next most often reported groups were the practitioners, local directors, and the state adult education professional association. They were followed by local superintendents and state legislature. No one reported "union contract."

7. REQUIREMENTS AND METHODS FOR ABE CERTIFICATION

a. Inconsistencies. The requirements and language for ABE certification were inconsistent from state to state. For example, the terms adult education, adult basic education, certification, and licensure were defined differently from state to state.

b. Methods of Certification. Five methods of adult basic education certification were identified:

(1) Combination of experience, degree, and/or course work. Applications are accepted from individuals who are a) teachers at colleges belonging to an approved accrediting association, b) holders of

regular state certificates, and c) individuals outstanding in the field--college graduates or experienced staff members (including paraprofessionals) with letters of recommendation and verification of prospective employment. All teachers must pay a fee for a certificate.

(2) *Credit-based degree and endorsement*. The candidates must have a bachelor's degree from a fully accredited college or university, completion of general education teaching requirements, and completion of adult basic education courses. In some states, experience can be substituted for the practicum work. Higher education institutions offer the required course work.

(3) *Emergency Certificate*. The candidate must have a written request by the employing superintendent with board approval.

(4) *Endorsement*. Several types of endorsement were identified. They were: a) Teachers and/or administrators must have a degree and specialized adult education credit courses. Approved staff development, summer institutes, inservice credits, internship or experience can be substituted for specialized adult education credit courses, b) The candidate must have a teaching certificate and five approved specialized courses in adult education or the equivalent in a local staff development plan specifically approved by the State Board of Education, c) Teaching certificate plus additional semester hours of adult basic education courses; institutions offer required course work, and d) Bachelor's degree, plus a course in adult basic education for both standard and provisional certificates.

(5) *Variations of a Certificate*. In order to be awarded a life certificate a candidate must have a) fulfilled the requirements for a regular life teaching certificate, b) completed at least two semester

hours in Psychology and Education of the Exceptional Child, and c) completed 21 semester hours in adult education. Five-year certificates in ABE are granted on a) meeting the requirements of a regular five-year certificate, b) completion of eight semester hours of course work in adult education, and c) recommendation of a local superintendent or Director of Adult Education who will employ that person. In order to be awarded a one-year certificate, candidates must a) have a baccalaureate teacher's degree, b) attend a one semester hour ABE teacher training workshop, and c) have the recommendation of a local superintendent or Director of Adult Education who will employ that person. In another state a four-year standard certificate plus 30 graduate credit hours were needed to obtain a five-year certificate in adult education. The five-year certificate is based on the master's degree.

c. Varying Forms of Requirements.

(1) Combination of Experience and/or Course Work. The candidates must have a total of five years experience and/or adult education course work in addition to being approved by a variety of legal restrictions (i.e. high school diploma, knowledge of the constitution, etc.).

(2) Licensure. A teacher examination for a license in a special adult education area (e.g. teacher of basic literacy to adults, teacher of basic English as a Second Language (ESL) to adults, etc.)

(3) One Required ABE Course. All adult basic education candidates must submit proof of having completed a required college level course in ABE.

(4) Optional Certificate. The candidates have the option to complete course work which has been approved by the State Department

of Education. The certification is granted by the higher education institutions rather than by the state.

(5) Voluntary Endorsement Process Conducted by a Professional Association. The voluntary endorsement process is to provide personal and professional development for adult education teachers, in general. This process offers administrators, counselors, reading teachers, ESL teachers, paraprofessionals, and volunteers an opportunity to provide evidence of their competencies, in a portfolio, as identified by the professional association.

d. Most Valued ABE Courses. The teachers and graduate students reported the following courses most valuable for adult basic education:

The Adult Learner
Instructional Planning
Methods and Materials
Teaching of Reading in ABE
Administration of ABE
Principles of Adult Education
Group Processes
Evaluation of ABE
Teaching Math in ABE
Teaching of English
Foundations of ABE
Contemporary Issues in ABE

e. Inservice Training and Staff Development. Inservice training and staff development programs were suggested as satisfactory alternatives to meet the instructional needs of ABE teachers in lieu of ABE certification.

Conclusions

As a result of this study, two conclusions can be reached with respect to the feasibility of requiring and delivering certification for ABE teachers in Pennsylvania. One, an examination of the literature revealed that there was no clear indication of the value of educational certification, at any level. Two, in the issues, findings, and discussions reported in this study, there was no philosophy, no purpose, no correlation with performance, and no body of acceptable research for certification, in general. The results of this study were consistent with the findings of Andrews (1982) and Medley (1982) in that there is a lack of a knowledge base, lack of measures for effectiveness, and too little research in teacher preparation which is the foundation for the traditional credit-based certification system.

Recommendations

It is recommended that the topic of ABE certification be opened for discussion among professionals in adult basic education through such vehicles as the state conference at Hershey, Pennsylvania, and other opportunities which might be available. In addition, it is further recommended that a significant research study take place to ascertain the appropriate credentialing or certification system for adult basic education.

The researchers for this project recommend that before any consideration can be made to certify teachers of adult basic education in Pennsylvania, there must be a philosophy, a clear cut specific purpose, a relationship between performance and competence, and further research.

APPENDIX A

REVIEW OF THE LITERATURE

Interim Report: Issues
Pros and Cons

Prepared by

Dr. Judith L. Cope, Project Director
Mr. Richard L. Learn, Graduate Student
Ms. Meredyth S. Leahy, Consultant

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REVIEW OF THE LITERATURE

INTERIM REPORT

The literature on the issue of certification of adult basic education teachers has been examined with a summarization of statements which both support and oppose the practice of certification. It is becoming increasingly apparent in the field of adult education that the subject of certification is highly controversial. In the crossfire, according to Rockhill, some recommend the elimination of certification, others its expansion. She also stated that certification is a continually growing practice despite its being "seriously challenged on educational, technical, and legal grounds." Later in the article she added that it is so central to our present way of life that it is difficult to conceive of an organized social system without a process of credentialing. She was also "surprised and disappointed" about "how little is known about licensing and certification practices." (1976, pp. 8-9) Spear (1973) reported that the most singular discovery emerging from nearly eighteen months of study devoted to adult basic education teacher training was how little was known about it. Spear reported:

> The literature is scattered; its records inprecise or missing altogether; its cost uncalculated; its students and teachers uncounted and unkown; its objectives obscure; and its organization adrift. (p. 1)

With the exception that considerably more literature is available on the subject of certification at the present time, the situation regarding the amount of documented research is virtually the same. Grabowski commented that "much of the abundant documentation in this area was generated by the regional staff development projects funded under the Adult Education Act of 1966, Title III, Section 309c." (1976, p. iv)

Griffith and Marcus (1978) reported that individuals employed as teachers in ABE programs have remained basically part-time and marginal employees without claim to professional status. In many cases they are in agencies or school systems which show little appreciation of or commitment to adult education. (p.1)

Spear (1973) reported that the field of adult basic education is confused and difficult to study because of lack of information. Spear stated:

> At the heart of the problem is the fact that ABE operates outside the regular institutional education system in the United States but is attached to and heavily influenced by it. The dichotomy is only occasionally recognized however, and is seldom accommodated. (p.13)

Spear reported that while most of the ABE administation and instructional staff are from the ranks of the traditional public system there is little incentive or opportunity for the career staff person. Spear continued by noting that there is an assumption that teacher training is important in order to have effective ABE classroom instruction. However, Spear's study did not establish that as a certainty. Spear's research revealed that:

> The formal training of educators does little to prepare them for coping with adults, with diverse cultural behavior, or with non-traditional educational needs and systems. In the traditional system success in school is an end in itself. Among the disadvantaged, education is a means for reaching already established goals. (p.14)

Spear's research indicated that "professional educators have perhaps the wrong basic preparation and by experience establish habits and practices which may reduce their effectiveness as adult educators" (p. 14). E. E. Jones (1976), in citing, Aker reported that:

> The only correlation between teaching children successfully and effective adult education is a small, negative one...."the more one has practice in the teaching of children, the less likely the chances of being a successful teacher of adults" (Jones, 1976, p. 10).

Spear reported that "administrators are most likely to hire elementary teachers as ABE instructors (1973, p. 14)," while Aker reported that research has shown little correlation between effectiveness in teaching children and in teaching adults (1975, p. 9). Barasch (1977) introduced another issue related to the dilemma of elementary certification verses adult education, the issue of transferability or interchangability of certification. He questioned whether or not a non-related certificate remains transferable to adult literacy education and whether or not this means the reverse is true. For example, he wondered whether or not a person holding a certificate to teach adults would have the right to teach children with the same certificate. (p. 18) Also in relation to the issue of elementary and secondary verses adult education certification Meeth (cited in Griffith & Marcus, 1978) commented on the "stateless art of teaching evaluation," saying:

> The evaluation of teaching presumes consensus among educators about what constitutes effective teaching. But educators don't know what makes up effective teaching; they don't have a good research base, don't agree on the validity of what research they do have, don't believe the evidence that is presented in that research, and don't act on any of it in a broad systematic way throughout higher education. (Griffith & Marcus, 1978, p. 38)

Griffith and Marcus expanded this notion by adding, "Yet the accreditation of teacher training programs and the certification of elementary and secondary education teachers is found throughout the United States." Such accreditation occurs, however, while provisions for accreditation of adult education teacher preparation programs do not exist. Griffith and Marcus continued by explaining that the differences in the two systems is not in the research base but in the number of students involved, the part-time status of the teachers, the extent to which the teachers are organized, the career commitment of the practitioners, and the "interests of the leadership in the state education departments." (1978, pp. 38-39)

Still another viewpoint was expressed by Aker who suggested that adult educators should become linked with:

> "state departments of education, regional staff development programs, and most importantly, local programs, adult students, and learners so that together we can find better ways of staff development and certification that are functional and meaningful" (Aker, 1975, p. 9).

Spear recommended that in order for ABE to become its own field, it must totally break away from the traditional public school system with its own full-time, trained and committed professionals who control the system in which they work (1973, p.15).

Aker (1975) reported that an effective certification model does not exist. He suggested that adult educators have an opportunity to create an effective performance-based model and to provide leadership to the world to assess the quality and ability of professional adult educators. (p.17) Lowe delineated the worldwide need for increased training of adult educators:

> In proportion as adult education becomes more clearly associated with social and economic goals and especially with vocational training, there is a consequent demand for a higher degree of professionalism in the definition of objectives, program and course design, materials design, and program and methods evaluation. (cited in Cameron, 1981, p. 74)

McGowan indicated that adult educators are not so naive as to think that certification is the panacea of ABE classroom instruction, but suggested that it is positive rather than negative. She reported: "Certification and quality are not synonymous but complementary". McGowan felt that reaching certification is "maturity," a realization of standards in fields of specialization and "a merited place of recognition for adult education." She suggested that the real bottom line to certification is relying on adult education methodology, enrichment, ideas and experiences as opposed to relying on years of experience, trial and error tactics, and chance. (1975, pp. 35-37)

Numerous controversial issues have been proclaimed concerning certification of ABE teachers. The supportive arguments for certification are summarized as the following:

1. Certified personnel will provide long term continuity and security to the professional field of Adult Basic Education.
2. Certification standards will acquaint employers with the competencies which are essential for teachers of Adult Basic Education.
3. Certification based on competencies is a useful tool for performance assessment.
4. One aspect of a profession's self regulation is the public declaration of standards for its credentials.
5. Adult students would benefit from professional teacher certification.
6. Certification protects the consumer from incompetence.
7. Teachers need special skills to provide relevant educational opportunities for Adult Basic Education students.

8. Certification provides access for upward mobility.
9. Certification would provide incentives for Adult Basic Education teachers to continue professional training.
10. The quality of teaching in Adult Basic Education can be substantially improved through certification.
11. Certification will enhance the status of Adult Basic Education practitioners.
12. There is recognition among Adult Basic Education practitioners of the need for professional training in that field.
13. Certification will protect Adult Basic Education against interlopers.
14. Certification will help shape the field of Adult Basic Education.

1. CERTIFIED PERSONNEL WILL PROVIDE LONG-TERM CONTINUITY AND SECURITY TO THE PROFESSIONAL FIELD OF ADULT BASIC EDUCATION.

Campbell (1976, p. 1) and Brewer (1979, p. 1) reported that certified personnel will provide more long-term continuity and security to the professional field of adult education. McGowan supported this idea noting that in any field of specialization, it is necessary to establish standards for those affiliated with it. She cited certification as an avenue for those desiring this affiliation, labeling the commitment to seek certification as "professionalism!" (1975, p.36)

2. CERTIFICATION STANDARDS WILL ACQUAINT EMPLOYERS WITH THE COMPETENCIES WHICH ARE ESSENTIAL FOR TEACHERS OF ADULT BASIC EDUCATION.

Lyle (1975), Shadoin (1975), Ginley (1977), and Nance (1980) emphasized that certification would provide the field of adult education with an improved method for staff selection. Certification would provide prospective employers with more detailed information about the qualifications, competencies, and types of people who should be teaching in adult education. Cameron (1981) reported that certification would provide a professional definition of adult education and would open new markets for graduates of adult education programs. Cameron noted that certification would help employers become aware of the field as a profession and the type of skills, knowledge, and attitudes that adult educators should possess. A professional definition of adult education would enhance the quality of adult education by allowing those with the appropriate acquired information, developed skills, and demonstrated professional attitudes to obtain certification. Because such a definition would emphasize qualifications themselves rather than any specific means of acquiring the qualifications, professional entry would not be based merely on acquiring credits in education. Cameron suggested that the professional knowledge, skills and attitudes would be obtained in a variety of ways such as through credit courses, internships, continuing professional education activities, co-worker evaluations as well as other non-traditional means.

3. CERTIFICATION BASED ON COMPETENCIES IS A USEFUL TOOL FOR PERFORMANCE ASSESSMENT.

Rockhill (1981) reported that traditionally certification implied expertise and that today it has been taken to imply competence (p. 59). As a result, some adult educators have called for a certification process which actually equals competence. These adult educators are no longer satisfied with the implication that certification equals competence; they want certification to literally equal competence. Brewer described the idea of actually basing certification on competencies as being a useful tool for assessing performance on an on-going basis (1979, p.1). Barasch listed a potential definition of certification as an accomplished series of basic tasks which can effectively demonstrate useful skills in the teaching process to which the learner responds positively (1977, p. 18). Mathieson suggested exploring the "nature and meaning of a 'competency-based' credentialing system" as an "avenue of exploration" on the certification issue (1975, p. 2). In a paper related to certification issues and problems Pitman supported the notion that traditional certification systems need to be changed. He reported that some states "have begun to explore new certification options and have termed these options performance based certification (PBC) or competency-based certification (CBC)." (1973, p. 3) Adult educators such as Mocker (1974), Mocker et al. (1974), Bunning (1976), Grabowski (1976), Burrichter and Gardner (1977), the United States Department of Health, Education, and Welfare (1979), and Harwood et al. (1981) have studied the issue of skills and knowledge needed by adult educators. James (1981, pp. 87-88) listed seven additional authors who contributed to the development of competencies for adult educators: Chamberlain (1961), Aker (1963), Liveright (1964), Fenn (1972), Grigsby (1972), R. L. Smith (1972), and Veri (1974).

4. ONE ASPECT OF A PROFESSION'S SELF-REGULATION IS THE PUBLIC DECLARATION OF STANDARDS FOR ITS CREDENTIALS.

Although the work of Spady encouraged teachers of adults to publicly declare goals "up front" in order to take the "surprises out of the instructional-certification process," the same can be true for certification of teachers (1977, p. 10). According to Brewer (1979, p. 1) self-regulation of a profession is expected in order for the profession to deserve the trust of its clients. Cameron (1981) also supported the practice of having the profession determine its own certification standards and of having these standards based on experience in the field or completion of recognized preparatory programs (p.83).

Addressing the same aspect of certification, Griffith and Marcus (1978) identified the ethics of the profession as being "the controlling factor in protecting the public interest." They further stated that the inclusion of a statement expressing dedication to serving the client is "a common characteristic of the descriptions professions give of themselves." (p.55) Finally, Shadoin saw increased public knowledge about the field as a reason for certification.

> Teachers of adults should be certified and there should be some kind of administrative control so more can be known about the kind of people, the qualifications of people, and the competencies of the people who will be teaching adults (1975,p.23).

5. ADULT STUDENTS WOULD BENEFIT FROM PROFESSIONAL TEACHER CERTIFICATION.

Lyle (1975), McGowan (1975), and Cameron (1981) supported the statement that adult education students would benefit from certification of professionals in the field of adult education. Cameron noted that teachers of adults need a knowledge of subject matter, adult teaching methods, and skills to work with part-time, poorly motivated adults with special learning needs (1981, p. 82). Klinedinst, in a study conducted in 1983, reported that the results of a Region II Project listed full-time, especially trained ABE/GED teachers and paraprofessionals as the type of teacher most successful with ABE/GED students (p.44). Johnson (1975) discussed the issue from another point of view, noting negative consequences of not requiring a combination of certification and other necessary qualifications. She reported that the temperament and philosophy of certain teachers are partial contributors to the student dropout rate. (p.30) Other writers alluded to this benefit to adult students in less direct ways. Mattran supported making the best of credentialing by ensuring that the certification required has enough substance to assure the clients of professional calibre services (1976, p. 306). Rockhill (1976) stated that consumers are the intended beneficiary of certification although they are rarely involved in the process of setting certification standards (p. 8).

6. CERTIFICATION PROTECTS THE CONSUMER FROM INCOMPETENCE.

White described how government has regulated the field of medicine.

> For centuries the health professions have been regulated by legislation and administrative law. The general public believes that persons with the responsibility to provide for their health must possess and exercise special qualities. Thus, licensure of health professions has been, and still is, an important governmental function. (1976, p. 16)

Stern also recognized this function, stating that there is "increasing pressure on legislators and government enforcers to protect consumers from inadequate performance" (1976, p. 5). Aker (1975, p. 8), Stern

(1976, p. 5), White (1976, p. 17), Noel and Keller (1979, p. 12), Cameron (1981, p. 73), and Queeney, Hanniford, and Twitchell (1981) stressed that it is just as crucial for adult educators to be professionally qualified and competent as it is for accountants, dentists, engineers, lawyers, managers, neuro-surgeons, nurses, paraprofessionals, pharmacists, and physicians. Aker stressed this importance because adult educators are involved in changing human beings, their lives and their futures.

Crabtree sharply criticized the use of people without educational backgrounds as instructors. He compared the practice to using "butchers and bakers and candlestick makers" to teach undereducated adults. In addition, he cited an evaluation by Greenleigh of an adult education program that used noncertified personnel. Although Greenleigh's summary is "at variance with the body of the report," the body contained statements that sometimes directly attributed ineffective teaching to the lack of professional training for instructors. (Crabtree, 1970, p. 222)

Nance supported the idea that certification designated a trained or experienced individual. He stated that one of the positive aspects of credentialing is that it implies a degree of accountability (1980, p.2). Mathieson (1974) and Rockhill (1976, p. 8) reported that certification provides the public with a certain degree of competence. In discussing postsecondary education in general, Jung (1977) made a similar observation, citing a need for "discussing strategies for improving the consumer protection function" (p.16). Finally, Brewer (1979, p. 1) listed the statement that certification is a label of competence and that it protects the consumer from incompetence as an argument for certification.

7. TEACHERS NEED SPECIAL SKILLS TO PROVIDE RELEVANT EDUCATIONAL OPPORTUNITIES FOR ADULT BASIC EDUCATION STUDENTS.

A common opinion among writers in the field of adult education is that teachers of adults need skills that are different from those who teach children. For example, Park reported that those methods and practices that are suitable for children in public schools are not directly applicable to adults over 16 years old. She attributed this, in part, to the fact that adults have a variety of goals (e.g. parenting, vocational, and GED) unlike those of children. She further stated that elementary certification does not guarantee either the knowledge or skills needed to teach adults. Another weakness in using elementary certification as the standard in adult education was revealed by Park. She reported that many teachers with an elementary certification project an attitude that illiterate adults are children. She stated that this "certainly contributes to the high dropout rate from ABE and GED programs." (1977, p.16) Rivera and Gschwender also partially attibuted the dropout rate in adult education programs to the lack of educational training in adult education. In support of this, they cited reports by the New York State Education Department and by Roger Axford. (Rivera & Gschwender, 1980, p. 11)

Sharp restated the need to keep adult education as a unique field. He cited the belief that traditional learning styles are not the best way for adults to learn as his major reason. (1976, p.40) Spear reinforced the need for a specialized field in adult education by saying that many of the professional educators used in ABE have the wrong basic teacher education preparation, and that they are not familiar with the diverse cultural background and non-traditional educational needs and systems of adult students. (1973, p. 14)

Johnson agreed with the difference between learning needs of adults and children, concluding that the acquiring of professional techniques for certification is necessary (1975, p. 29). Spear recommended that adult basic education teacher certification be separated from traditional teacher certification, calling the separation a major step forward (1975, p. 7).

Cameron noted that another difference between teaching children and teaching adults is that adult education usually occurs under unique circumstances, such as less supervision, fewer instructional materials, and a more diversified student population. She reasoned that these characteristics require the adult educator to have specialized skills and listed the names of several psychologists who have done research in the field (1981, p. 78). Emphasizing a similar point, Verner, Dickinson, Leirman, and Niskala reported that leaders in adult education who entered the field without a formal background recognize the "need for special training and education about educating adults" (1970, p. 20).

Aker argued for "opposition to the notion that teachers of adults must first be certified to teach children before they can be allowed to work in the adult education enterprise." He based his statement on the fact that research in the field has not shown a relationship between success in teaching adults and success in teaching children. (1975, pp. 9: 13) His arguments were later cited by E. E. Jones (1976, p. 10).

In somewhat of a contrast to the majority of the writers discussing distinctions between teaching adults and children, Shadoin stated that the "difference between the competencies required to teach adults and those to teach children" was "not such a great difference." He believes that existing teacher preparation programs can deal with the special skills needed for adult education. He also favors having those who teach adults also certified to teach other age groups. He gives as his reason that a person who is certified to teach more than one age level may have access to a wider job market. (1975, p. 23)

Jahns cited a number of research studies in the field of adult education. The findings are not totally consistent, but in general they support the need for special skills for adult educators. Jahns cited a 1963 study by Davis on factors related to dropout rates in civil defense classes. He found that administrative decisions (such as length and time of day of classes), previous experience of the teacher, and size of class had no effect on dropout rate. He did find, though, that the dropout rate was significantly lower in the classes where the students felt that the teachers talked to them as equals and accepted them. (Jahns, 1970, p. 215) In a 1967 study discussed by Jahns, C. I. Jones reported that "the teacher's objective knowledge of subject matter was positively correlated with gain in test scores but was negatively correlated with persistence or retention in the program." (Jahns, 1970, p. 215) Aker, Schroeder and Jahns (1968) studied nine adult education centers and found that those with the highest gains by students had teachers with little adult education experience and less professional commitment to adult education, but who also expressed more concern for using individualized instruction. Conversely, the centers with lower student gains had teachers with previous adult teaching experience and relatively more professional commitment to adult education, but who expressed more concern for pacing the class as a group. (Jahns, 1970, p. 212)

8. CERTIFICATION PROVIDES ACCESS FOR UPWARD MOBILITY.

From the literature reviewed, two authors cited as an argument for certification that it provides special opportunities for those who possess it. Brewer called certification a matter of self-interest for adult educators. She stated that it provides them with "access to opportunity and upward mobility in our credentialed society." (1979, p. 1) Nance also reported that credentials can "provide a path of upward social mobility for some." He added that it also provides direction for those preparing to enter the job market. (1980, p. 2)

9. CERTIFICATION WOULD PROVIDE INCENTIVES FOR ADULT BASIC EDUCATION TEACHERS TO CONTINUE PROFESSIONAL TRAINING.

Cameron reported that certification would provide professional pride and/or other incentives for many practitioners who work with adults and who might wish to "upgrade or extend skills and knowledge about adult learning and teaching" (1981, p. 82). Rockhill briefly mentioned that certification encourages professionals to upgrade themselves (1976, p.8). Mattran stated that the means of credentialing does not matter as long as the effect of it is to "encourage and reward excellence" (1976, p. 306). Similarly, Lyle listed some advantages of adult education certification as being that it would encourage professional development and serve as an incentive for professionals to improve their academic know-how (1975, p. 27)

10. THE QUALITY OF TEACHING IN ADULT BASIC EDUCATION CAN BE SUBSTANTIALLY IMPROVED THROUGH CERTIFICATION.

McGowan felt that the establishment of certification would result in the formulation of special courses of study at colleges and universities. These courses would then "at least provide some exposure or enhancement to assure that the instructor had a degree of awareness" of adult needs. She emphasized that exposure to methodology. enrichment, ideas, and experience would enable adult educators to approach their work positively and that this would replace the practice of relying on years of experience, trial and error tactics, and chance to produce successful results. (1975, pp. 36-37)

Lyle listed the following advantages of adult education certification:

> The teaching and supervisory group of educators would be enhanced.
> It would upgrade the quality of education.
> Certification would guarantee exposure to specific learning and concepts. (1975, p. 27)

Mattran reported a different means by which certification would increase the quality of teaching. He stated that the advocates of certification support that it would significantly reduce the risk involved in hiring professionals by providing a tool for screening candidates and evaluating their academic quality. (1976, p. 306)

Cameron, in supporting the idea that certification should be based on qualification rather than simply on the acquisition of credits, identified the purpose of certification as being to enhance quality of instruction (1981, p. 81). In addition, Brewer listed the "improvement of competence" as a benefit to society of certification (1979, p. 1).

11. CERTIFICATION WILL ENHANCE THE STATUS OF ADULT BASIC EDUCATION PRACTITIONERS.

According to Cameron "certification may enhance the professional prestige of the adult education program within the institution" (1981, p. 82). James summarized the beliefs of many adult educators by stating that they have become concerned over the certification issue seeking to "establish themselves as members of a legitimate field of study" (1981, p. 84). Similarly, McGowan noted that adult education teachers as well as adult education programs can benefit from certification (1975, p. 37).

Related to the idea of improved status, Brewer listed the enhancement of commitment as a benefit of certification (1979, p. 1). Nance reported that certification in a related field, community education, would serve to aid those directors in coping with school structures. He reasoned that the certification of community education personnel might reduce the potential for conflict between them and traditional school personnel by giving them equal status. (1980, p. 2)

The status of the field of adult basic education overall could also be enhanced by teacher certification. This belief was stated by Lyle. (1975, p. 28)

12. THERE IS RECOGNITION AMONG ADULT BASIC EDUCATION PRACTITIONERS OF THE NEED FOR PROFESSIONAL TRAINING IN THAT FIELD.

One measure of the recognition of the need for professional training in the field is the number of degree programs offered in it. Such a count is difficult to obtain for adult education; however, a list was compiled from six sources: two from the Commission of Professors in Adult Education; and one each from the ERIC Clearinghouse on Adult, Career, and Vocational Education; Graduate Record Examinations (GRE) Board; National Association for Public Continuing and Adult Education (NAPCAE); and Peterson's Annual Guide to Graduate Study.

In 1982, E. Jones, a graduate student who worked for the President of the Commission, developed a list of contact persons for the commission. The Commission also listed its full commission members and the institutions at which they worked in 1983. Robbins (1979) listed degree "programs in adult, continuing, and extension education; programs in community education; and programs in gerontology or aging education" (p. 91). The Graduate Record Examinations Board (1981) listed institutions that offer graduate degrees in adult and continuing education. Both the National Association for Public Continuing and Adult Education, NAPCAE, (1981), and Peterson's Annual Guides to Graduate Study, edited by Morrison (1980), listed graduate programs in adult education.

Table 1 lists Adult, Continuing and Community Education Programs by state. A total of 138 individual programs are listed in colleges and universities in the United States. These programs are located in forty-four states and the District of Columbia. Approximately three fourths of the programs are located in the eastern half of the United States, with about forty-four percent in the northeast quartile and thirty percent in the southeast quartile. Approximately sixteen percent are located in the southwest quartile with the remaining nine percent in the northwest quartile. There were only six states with no programs reported: Hawaii, Nevada, New Hampshire, New Mexico, North Dakota, and Vermont.

TABLE 1

ADULT, CONTINUING AND COMMUNITY EDUCATION PROGRAMS BY STATE

State, Number, Institution, City	ERIC Clearinghouse	Peterson's Guide	GRE Board	NAPCAE	Commission of Professors '82	Commission of Professors '83
	Resource Lists					
ALABAMA						
1 Alabama A & M University, Normal			X		X	X (1)
2 Alabama State University, Montgomery		X				
3 Auburn University, Auburn	X	X			X	X (2)
4 Troy State University, Troy			X			
5 Tuskegee Institute, Tuskegee	X	X	X		X	
6 University of Alabama, University			X		X	X (1)
ALASKA						
7 Alaska Pacific University, Anchorage					X	X (2)
8 University of Alaska, Fairbanks		X				
ARIZONA						
9 Arizona State University, Tempe	X	X	X		X	X (2)
ARKANSAS						
10 University of Arkansas, Fayetteville	X	X		X	X	X (2)
CALIFORNIA						
11 California State University, Long Beach					X	
12 California State University, Los Angeles		X				
13 Loyola Marymount University, Los Angeles	X				X	
14 San Francisco State University, San Francisco					X	X (2)
15 Stanford University, Stanford		X				
16 University of California, Berkeley	X	X			X	X (1)

TABLE 1 (Continued)

ADULT, CONTINUING AND COMMUNITY EDUCATION PROGRAMS BY STATE

	Resource Lists					
State, Number, Institution, City	ERIC Clearinghouse	Peterson's Guide	GRE Board	NAPCAE	Commission of Professors '82	Commission of Professors '83
17 University of California, Los Angeles	X	X		X	X	X (1)
18 University of Southern California, Los Angeles		X			X	X (1)
COLORADO						
19 Colorado State University, Fort Collins	X	X	X		X	X (1)
CONNECTICUT						
20 Southern Connecticut State College, New Haven		X				
21 University of Connecticut, Storrs	X	X		X	X	X (2)
DELAWARE						
22 University of Delaware, Newark	X				X	X (1)
DISTRICT OF COLUMBIA						
23 George Washington University, D.C.	X	X	X	X	X	X (2)
24 Howard University, D.C.	X	X			X	
25 United States Department of Agriculture, D.C.	X					
26 University of the District of Columbia, D.C.	X	X			X	X (2)
FLORIDA						
27 Florida A & M University, Tallahassee		X				
28 Florida Atlantic University, Boca Raton	X			X	X	X (1)
29 Florida International University, Miami	X	X	X		X	
30 Florida State University, Tallahassee	X	X			X	X (6)
31 Nova University, Fort Lauderdale	X		X		X	
32 University of Florida, Gainesville		X	X			
33 University of Southern Florida, Tampa	X	X	X	X	X	X (1)

TABLE 1 (Continued)

ADULT, CONTINUING AND COMMUNITY EDUCATION PROGRAMS BY STATE

State, Number, Institution, City	ERIC Clearinghouse	Peterson's Guide	GRE Board	NAPCAE	Commission of Professors '82	Commission of Professors '83
	Resource Lists					
GEORGIA						
34 Georgia Southern College, Statesboro	X	X			X	X (1)
35 Georgia State University, Atlanta		X	X			
36 University of Georgia, Athens	X	X	X	X	X	X (4)
HAWAII						
IDAHO						
37 University of Idaho, Moscow	X					
ILLINOIS						
38 National College of Education, Evanston					X	X (1)
39 Northern Illinois University, DeKalb	X	X		X	X	X (7)
40 Southern Illinois University, Carbondale		X	X			
41 University of Chicago, Chicago	X			X		
42 University of Illinois, Urbana-Champaign	X	X	X	X	X	X (4)
INDIANA						
43 Ball State University, Muncie	X	X	X		X	X (2)
44 Indiana University, Bloomington	X	X	X	X	X	X (3)
45 Purdue University, West Lafayette	X				X	
IOWA						
46 Drake University, Des Moines		X	X		X	X (1)
47 Iowa State University, Ames	X	X	X	X	X	X (2)
48 University of Iowa, Iowa City	X	X	X		X	
KANSAS						
49 Kansas State University, Manhattan	X	X	X	X	X	X (4)
KENTUCKY						
50 Morehead State University, Morehead	X	X	X		X	X (2)
51 University of Louisville, Louisville		X				

TABLE 1 (Continued)

ADULT, CONTINUING AND COMMUNITY EDUCATION PROGRAMS BY STATE

State, Number, Institution, City	ERIC Clearinghouse	Peterson's Guide	GRE Board	NAPCAE	Commission of Professors '82	Commission of Professors '83
	Resource Lists					
LOUISIANA						
52 Louisiana State University, Baton Rouge	X	X	X	X	X	X (2)
MAINE						
53 University of Maine, Orono					X	
54 University of Southern Maine, Gorham	X	X				
MARYLAND						
55 University of Maryland, College Park	X				X	X (3)
MASSACHUSETTS						
56 Boston College, Chestnut Hill			X			
57 Boston University, Boston	X	X	X	X	X	X (1)
58 Fitchburg State College, Fitchburg		X				
59 University of Massachusetts, Amherst		X				
60 Worcester State College, Worcester		X	X		X	
MICHIGAN						
61 Eastern Michigan University, Ypsilanti		X				
62 Michigan State University, East Lansing	X	X	X	X	X	X (2)
63 Northern Michigan University, Marquette			X			
64 University of Michigan, Ann Arbor	X	X	X		X	X (2)
65 Wayne State University, Detroit		X	X			
MINNESOTA						
66 Bemedji State University, Bangsberg					X	X (1)
67 University of Minnesota, Minneapolis	X		X	X	X	X (3)
MISSISSIPPI						
68 Jackson State University, Jackson	X				X	X (1)
69 Mississippi State University, Mississippi State	X	X	X	X	X	X (2)
70 University of Southern Mississippi, Hattiesburg			X		X	X (2)

TABLE 1 (Continued)

ADULT, CONTINUING AND COMMUNITY EDUCATION PROGRAMS BY STATE

State, Number, Institution, City	Resource Lists					
	ERIC Clearinghouse	Peterson's Guide	GRE Board	NAPCAE	Commission of Professors '82	Commission of Professors '83
MISSOURI						
71 Central Missouri State University, Warrensburg	X	X	X		X	X (1)
72 Drury College, Springfield		X				
73 Lincoln University, Jefferson City			X		X	X (1)
74 St. Louis University, St. Louis		X				
75 University of Missouri, Columbia	X	X		X	X	X (3)
76 University of Missouri, Kansas City	X	X	X		X	X (2)
77 University of Missouri, St. Louis					X	X (1)
MONTANA						
78 Montana State University, Bozeman		X	X			
NEBRASKA						
79 University of Nebraska, Lincoln	X	X	X	X	X	X (2)
NEVADA						
NEW HAMPSHIRE						
NEW JERSEY						
80 Montclair State College, Upper Montclair				X		
81 Rutgers-The State University of New Jersey, New Brunswick	X	X	X	X	X	X (3)
82 Seton Hall University, South Orange		X				
NEW MEXICO						
NEW YORK						
83 Adelphi University, Garden City		X			X	X (1)
84 City University of New York, New York	X	X			X	X (1)
85 Columbia University-Teachers College, New York	X	X		X	X	X (4)

TABLE 1 (Continued)

ADULT, CONTINUING AND COMMUNITY EDUCATION PROGRAMS BY STATE

	Resource Lists					
State, Number, Institution, City	ERIC Clearinghouse	Peterson's Guide	GRE Board	NAPCAE	Commission of Professors '82	Commission of Professors '83
86 Cornell University, Ithica	X	X	X	X	X	X (4)
87 Elmira College, Elmira					X	X (1)
88 State University of New York, Albany	X	X	X		X	X (2)
89 State University of New York, Brockport						X (1)
90 State University of New York, Buffalo	X					
91 Syracuse University, Syracuse	X	X	X		X	X (3)
92 University of Rochester, Rochester			X		X	
NORTH CAROLINA						
93 Appalachian State University, Boone		X	X			
94 East Carolina University, Greenville	X		X		X	X (2)
95 North Carolina State University, Raleigh	X	X	X		X	X(10)
96 University of North Carolina, Chapel Hill	X				X	X (3)
NORTH DAKOTA						
OHIO						
97 Kent State University, Kent			X			
98 Miami University, Oxford	X				X	X (1)
99 The Ohio State University, Columbus	X	X	X	X	X	X (2)
100 University of Cincinnati, Cincinnati			X			
101 University of Toledo, Toledo		X	X			
OKLAHOMA						
102 Central State University, Edmond	X				X	X (1)
103 Oklahoma State University, Stillwater	X				X	X (3)
104 University of Oklahoma, Norman	X	X	X		X	X (1)
OREGON						
105 Oregon State University, Corvallis	X	X	X		X	
106 University of Oregon, Eugene			X			

TABLE 1 (Continued)

ADULT, CONTINUING AND COMMUNITY EDUCATION PROGRAMS BY STATE

State, Number, Institution, City	Resource Lists					
	ERIC Clearinghouse	Peterson's Guide	GRE Board	NAPCAE	Commission of Professors '82	Commission of Professors '83
PENNSYLVANIA						
107 Cheyney State College, Cheyney		X				
108 Indiana University of Pennsylvania, Indiana	X	X			X	
109 The Pennsylvania State University, University Park	X		X		X	X (1)
110 Temple University, Philadelphia	X		X		X	X (1)
111 University of Pittsburgh, Pittsburgh					X	X (1)
RHODE ISLAND						
112 University of Rhode Island, Kingston	X	X		X	X	
SOUTH CAROLINA						
113 University of South Carolina, Columbia		X	X	X		
SOUTH DAKOTA						
114 University of South Dakota, Vermillion		X	X			
TENNESSEE						
115 Memphis State University, Memphis		X	X			
116 Tennessee State University, Nashville	X	X	X			
117 University of Tennessee, Knoxville	X	X	X		X	X (3)
TEXAS						
118 East Texas State University, Commerce		X	X			
119 Incarnate Word College, San Antonio		X				
120 North Texas State University, Denton	X			X	X	X (1)
121 Southern Methodist University, Dallas		X				
122 Texas A & I University, Kingsville			X		X	X (1)
123 Texas A & M University, College Station	X	X		X	X	X (5)
124 Texas Woman's University, Denton		X			X	X (1)
125 University of Texas, Austin	X		X		X	X (2)

TABLE 1 (Continued)

ADULT, CONTINUING AND COMMUNITY EDUCATION PROGRAMS BY STATE

State, Number, Institution, City	Resource Lists ERIC Clearinghouse	Peterson's Guide	GRE Board	NAPCAE	Commission of Professors '82	Commission of Professors '83
UTAH						
126 University of Utah, Salt Lake City	X				X	X (1)
VERMONT						
VIRGINIA						
127 College of William and Mary, Williamsburg			X			
128 University of Virginia, Charlottesville			X			
129 Virginia Commonwealth University, Richmond	X	X	X		X	X (3)
130 Virginia Polytechnical Institute and State University, Blacksburg	X	X	X	X	X	X (2)
WASHINGTON						
131 Fort Wright College of the Holy Names, Spokane		X	X			
132 Seattle University, Seattle		X	X			
133 Washington State University, Pullman	X	X	X		X	X (1)
134 Western Washington University, Bellingham					X	X (1)
WEST VIRGINIA						
135 Marshall University, Huntington	X	X	X		X	
WISCONSIN						
136 University of Wisconsin, Madison	X	X	X	X	X	X(10)
137 University of Wisconsin, Milwaukee	X			X	X	X (2)
WYOMING						
138 University of Wyoming, Laramie	X	X		X	X	X (2)
TOTAL PROGRAMS	78	89	72	33	93	79

TABLE 1 (Continued)

ADULT, CONTINUING AND COMMUNITY EDUCATION PROGRAMS BY STATE

Key:

Commission of Professors, 1982 - Lists Contact Persons by State for Commission of Professors

Commission of Professors, 1983 - Lists number of full commission members of American Association of Adult and Continuing Education (AAACE), Commission of Professors unit.

Graduate Record Examinations Board (GRE), 1981 - Lists institutions that offer graduate degrees in adult and continuing education.

National Association for Public Continuing and Adult Education (NAPCAE), 1981 - Lists graduate programs in adult education.

Peterson's Annual Guide to Graduate Study - 1981 Edition (copyright 1980) - Lists graduate programs in adult education.

1979 Directory of Resources for the Education of Adults - Lists degree programs in adult, continuing, and extension education; programs in community education; and programs in gerontology or aging education

1-138 - Number of degree programs included in one or more of the degree programs lists.

X - Inclusion of institution on a list.

() - Number of professors listed for each institution.

Cameron noted the growth in postgraduate adult education programs in recent years. She stated that this growth indicates that:

> There is strong recognition among adult educators of the need for professional training in the field. A corollary assumption is that those completing such professional training have knowledge and skills which differentiate their expertise from that of teachers in other levels of education. (1981, p. 82)

According to Apps the median age of the U.S. population was 28.8 in 1975, 30.2 in 1980 and is projected at 32.8 for 1990. He also reported that the number of people in the 25-64 age group are increasing in number, while those 24 and younger are in decline. It is predicted that by 1990 there will be 123.8 million adults 25-64, while there were only 97.3 million in 1975. From 1975 to 1990 it is predicted that there will be an increase of those 65 and over from 22.4 million to 29.8 million. Results of these increases will have a dramatic effect on our school systems. More and more closed public schools will be used as schools for adults. Former elementary and secondary teachers will be available to be retrained as a work pool in adult education. (1980, pp. 4-5) In addition Grabowski noted that:

> Improved training of teachers of adults is imperative in most areas of adult education. Many practitioners hunger for help, particularly in designing necessary training programs." (1976, p. 7)

Along this line, Verner et al. stated that most leaders in the field of adult education recognize a need for adult educators to have specialized training in teaching adults. Further, this need is more widely recognized in adult basic education than in many other areas of adult education. Verner et al. cited Brooke as reporting that "a great need for training" was indicated by 90 percent of ABE teachers" and "a serious lack of resources" was felt by 70 percent of ABE teachers. (1970, p. 20)

13. CERTIFICATION WILL PROTECT ADULT BASIC EDUCATION AGAINST INTERLOPERS

If there is any issue in this review of literature which keeps repeating itself, it is the issue of whether or not certification has a relationship to the effectiveness of the adult educator. According to Barasch, certification has little relationship to performance. He said, "both intuition and research tell me so." On the other hand, Barasch continued, "we can have little confidence that models are providing any more hope that either teacher training or student evaluation will be greatly improved in the foreseeable future." (1977, p. 11) Nevertheless, Shadoin felt that teachers of adults should be certified so that there would be some control over the qualifications, competencies, and types of people who teach adults (1975, p. 23). Aker reported that even though adult education lacks an adequate knowledge base it is fast becoming a professional field.

> It has evolved its own and unique body of knowledge about the psychology of adult learning, the sociology of adulthood, the structure and organization of adult education institutions, and a science of educational design for use in program planning and evaluation (1975, p. 11).

Aker reported that adult educators should not tolerate the notion that teachers must first be certified to teach children before they can teach in adult education, particularly based on available research data (p. 13). Carlson related that certification in adult education may "protect the field against interlopers and interferers" (1977, p. 57). Loring observed "that most people tend to become adult educators the way most become parents, without a good deal of training" (cited in Loring & Knox, 1979, p. 22). Neff also recognized the problem of the lack of professional training. He noted that volunteers are "overly romantic" by being reluctant to believe that more than just emotion, dedication, and experience are required for effectiveness. (1970, p. 20) Also, Griffith and Marcus summarized the view of advocates of certification. They stated that these advocates "appear to claim that professing to be a teacher when one does not possess certifiable qualifications is a form of fraud." (1978, p. 47) Finally, Black commented, "Certification acts as a measuring rod which keeps the profession a profession. The requirement further wards off the non-educational contenders and safeguards instructional outcomes." (1975, p. 39)

14. CERTIFICATION WILL HELP SHAPE THE FIELD OF ADULT BASIC EDUCATON.

According to Neff (1970) the Commission of the Professors of Adult Education have described adult education as an emerging field of university study. In addition, he reported that the major subdivisions within adult education are also "in the process of emerging" and "adult basic education professional training is just beginning to develop a definitive form and a common curriculum." (p.10) Cameron believed that adult education has "a definable body of knowledge, a unique set of challenging tasks, and a firm philosophical base [which] give teaching in adult education every right to recognition as an established profession" (1981, p. 82). McGowan described the establishment of standards for persons wishing to be affiliated with the field as necessary for this recognition (1975, p. 36). Neff reported that:

> Adult education has been regarded historically as more of a movement than a profession. The absence of universally acceptable professional standards--measures of proficiency and accomplishment--makes it difficult for the public to recognize competency in adult educators. As a consequence the field is not accorded the status and importance in the public mind that is accorded other professional groups. (1970, p. 20)

Agreeing with this notion, Barasch stated that without a credentialed staff, the public correctly has little regard for the field of adult education (1977, p. 18). Both Lyle (1975, p. 28) and Brewer (1979, p. 1) reported that certification of practitioners would enhance the overall status of adult basic education.

The arguments reported by the opponents of certification are as follows:

1. Certification would remove non-academically prepared but effective teachers from the teaching market.
2. Certification requirements are rigid and stereotyped.
3. Certification would serve to promote the self-interest of incumbents.
4. Certification will not legitimize the field of Adult Basic Education.
5. There is no guarantee that a certified teacher is competent.
6. Certification competencies do not necessarily prove useful over time.
7. Certification does not provide a meaningful evaluation of teachers.
8. Certification would limit the number of qualified instructors in rural areas.
9. There is little relationship between professional preparation and teacher effectiveness.
10. Certification is an unreasonable demand for part-time teachers.
11. There is a lack of validated criteria for certification.

12. Performance should be decided by co-workers, not certification.
13. Competency based in-service training is offered as an alternative.
14. Degree programs perpetuate certificate holders rather than educate individuals.

1. CERTIFICATION WOULD REMOVE NON-ACADEMICALLY PREPARED BUT EFFECTIVE TEACHERS FROM THE TEACHING MARKET.

According to Spear most administrators have traditionally employed elementary teachers as ABE instructors (1973, p. 14). Aker stated that research has shown little correlation between effectiveness in teaching children and in teaching adults (1975, p. 9). James restated this idea by saying that public school teachers are usually individuals with "skills in a specific subject matter and training in education but no background in working with adults." James continued by saying:

> To demand certification of all such teachers would limit the number of qualified teachers, especially in the rural areas, where there are few trained individuals and no opportunities for training teachers for adult education programs. (1981, P. 87)

Brewer stated that there would be fear associated with formal certification especially with those individuals who are doing an excellent job of adult teaching, but do not have the appropriate course work or formal student teaching experiences (1979, p. 2). Lyle (1975, p. 28) and Campbell (1976, p. 1) listed the same concern of losing highly talented personnel. Cameron, in recommending a variety of avenues for certification, referred to "restrictive licensing policies which militate against employment" of certain qualified but uncredentialed adult educators (1981, p. 82). Anderson and Terrell noted the same negative consequence in the field of community education (1975, p. 22). Spear reported that adult basic education teachers and administrators believed that one effect of requiring certification would be to eliminate effective teachers; however, they also believed that another effect would be to improve the calibre of teachers overall (1972 c, p. 73). Griffith and Marcus recognized the problem, but proposed a solution of instituting a "grandfather clause" in the certification program (1978, p. 50).

Other authors discussed similar consequences of certification for paraprofessionals in the field. Mathieson stated that persons who have acquired requisite skills through practical experience may have their entry into the teaching ranks blocked. He added that certification requirements would practically "deselect" minority group members and potential teachers from the ABE population itself. (1974, p. 8) Similarly, Park argued that certification may deny paraprofessionals access to the career ladder. She explained that such people "understand the problems of proverty and minority groups and help mediate between the adult student and the (often) middle class teacher." (1977, p. 16)

2. CERTIFICATION REQUIREMENTS ARE RIGID AND STEREOTYPED.

Hazard, Freeman, Eisdorfer, and Tractenberg called certification requirements "rigid and stereotyped." They argued that certification is:

> Not sensitive to varying local needs, especially the needs of racial, ethnic, and cultural minorities, and tend to exclude or at least discourage individuals capable of responding to those special needs. Efforts to facilitate interstate reciprocity of certification by establishing national standards for teacher education program approval have tended to increase the rigidity of certification requirements and have thereby compounded the problem. (1977, p. 115)

This argument has two aspects. The first is that the requirements of certification typically do not allow for enough flexibility. E. E. Jones suggested that "rigid programs with limited certification descriptions should be avoided" (1976, p. 10). Aker also called those standards based on the idea that competence equals college credit "rigid" and "sometimes arbitrary" (1975, p. 13). Spear added that "rigidly constructed programs" should be avoided (1975, p. 7). Griffith and Marcus warned that a consequence of determining competency standards for professionals "may be an overdependence upon technicalities and on unduly restrictive regulations" (1978, p. 48).

The point was also supported in a different way by Rockhill, who noted that a negative consequence of certification is that it limits civil liberties by forcing people to submit to certain rituals or professional services which may not be of their own choosing. (1976, p. 8) She later added that such requirements virtually rule out the validity of learning experiences such as independent study and apprenticeships (p.10).

The second aspect of this argument is the insensitivity to the needs of racial, ethnic, and cultural minorities. Other authors have criticized this even more directly than Hazard et al.. Anderson and Terrell stated:

> "It is very possible that credentialing, per se, perpetuates a segregated or stratified system ....Credentialing seems to non-discriminately exclude abilities and skills and competence because of non-stature." (1975, p. 21)

According to Mathieson, current certification requirements are high and emphasize traditional channels. This, he wrote, sharply reduces the probability of having minority group members serve in such roles. (1974, p. 13) Mattran acknowledged the same point as he summarized that opponents of certification consider credentials inherently unjust because those who are not able to obtain them are "relegated to a lower position in society" (1976, p. 306). Nance considered the usual selection mechanisms to be invariably biased by social and cultural background factors, maintaining the social structure (1980, p. 2). In addition, Rockhill listed several such negative consequences of certification. She stated that it serves to:

> (1)define social class status: (2)sort and select out people for jobs or to join the ranks of the unemployed: (3)determine who will have access to knowledge... (1976, p. 8)

3. CERTIFICATION WOULD SERVE THE SELF-INTEREST OF INCUMBENTS.

Cameron, Rockhill and Wright examined the motive behind protecting adult educators from the "encroachment" of individuals from other fields and/or disciplines. They question whether or not certification served the self-interest of incumbents in the occupation or enhanced the image of the occupation itself. (1976, p. 3) James further questioned the "security" of the field of adult education and whether or not it needs to be protected. She stated, "It seems more reasonable to believe that we can learn from and work with individuals trained in other areas who wish to utilize some of the expertise that adult education has to offer." (1981, p. 93)

Rockhill (1976, p. 8) and Nance (1980, p. 2) further claimed that certification serves the interest of self-serving professionals rather than serving the public interest. Rockhill supported this argument by citing evidence from the 1970 Directory of Occupational Licensing in the United States, authored by Angel, that state regulatory boards have been composed almost entirely of professional practitioners. Rockhill further commented that reformers have criticized this practice and that this criticism has resulted in legislation which significantly increased lay membership on the boards. (1981, p. 57) Griffith and Marcus called attention to the fact that to have interested professionals on regulatory boards is intended to "protect the public against itself" and, at the same time, to regulate or govern the profession (1978, p. 54).

According to Mathieson institutions have begun to serve their own interests through the credentialing system. He claimed that institutions:

> (1) maintain themselves by assimilating innovations that arise outside the formal system and (2) choke out alternative learning structures by rendering them second-best and thus defusing their potential to upset the institutional system itself. (1975, p. 2)

Mathieson believed that credentialing, in general, is used as entry into specific social classes by the level and type of certificate earned. He added that "accreditation serves to reinforce the credentials syndrome" because it is based on traditional degrees and courses. (1975, p. 2)

4. CERTIFICATION WILL NOT LEGITIMIZE THE FIELD OF ADULT BASIC EDUCATION.

According to James, "Certification alone will not legitimate the field; only striving for excellence within adult education can do that" (1981, p. 95). Both James and Barasch implied that adult educators should give certification the continuing attention it deserves but to be aware of the vast number of problems that are associated with the field of adult education in addition to the issue of certification. Barasch reported that we are faced with the age old dilemma of "which comes first, the chicken or the egg". He outlined several problems which plague the field of adult education. He noted that adult education has undependable funding which is frequently "soft" federal and state money rather than locally levied taxes or tuition fees; part-time teachers, supervisors, and administrators without degrees in adult basic education or adult education; and non-compulsory students who often receive no degree and whose attendance is "sporadic." (1977, p. 18) Klinedinst (1983) reported that ninety-five percent of the ABE teachers in the Southeast Region are part-time with ABE, but full-time elsewhere (p. 46). Crabtree added that adult education also lacks a commonly accepted purpose because it is so diverse and lacks central administrative coordination in addition to lacking teachers with a professional background in adult education. (1970, pp. 220-222)

Similar problems were listed by Spitzer as he discussed obstacles that keep instructional development from gaining legitimacy in higher education:

1. Lack of administrative support and commitment.
2. Lack of clear institutional missions and priorities.
3. Lack of specific needs assessment.
4. Lack of understanding of student and faculty attitudes and other characteristics.
5. Faculty automony.
6. Faculty resistance to unproven effectiveness of new instructional methods.
7. Excessive emphasis on sophisticated media.
8. The failure of instructional development programs to practice what they preach.
9. Lack of concern for the process of instruction.
10. Failure to follow the most cost-effective route to instructional improvement.
11. Lack of concern for faculty development.
12. Inability of instructional development personnel to communicate effectively and credibly with faculty members.
13. The prevalence of the "numbers game."
14. Instructional development is treated as a "frill."
15. The prevalence of the "fiscal year mentality."
16. Lack of experimentalism.
17. Fear of retrenchment.
18. Lack of a cooperative relationship between faculty and administration.
19. Lack of incentives for instructional development.

20. Lack of realistic expectations.
21. Lack of concern for evaluation.
22. Lack of understanding and agreement as to what instructional development is.
23. Lack of provisions for regional and national cooperation and sharing resources. (1980, pp.43-44)

5. THERE IS NO GUARANTEE THAT A CERTIFIED TEACHER IS COMPETENT.

This issue was viewed from several perspectives. James indicated that there is a problem in identifying competencies for effective adult education teachers. She raised additional questions: Even if they could be determined, to what degree would the competency be necessary? Who will establish the standards? Should only highly trained teachers be certified? If so, what becomes of the less qualified academically, yet capable, experienced and excellent teachers of adults? Results of a study conducted by Jensen (cited in James) indicated "that certification has no relationship to a teacher's competence in adult education." (1981, pp. 89; 93)

Mathieson, speaking of general certificates, felt that they are often "taken to imply a number of things which are not necessarily true." He cited Courtney as stating that these certificates may be used as a requirement for becoming employed, yet there may be no correlation between general education and skills needed on the job. In adult basic education, for example, most of the teachers have certification in elementary and secondary education. Ownership of these certificates does not guarantee possession of the skills needed to teach adults. (Mathieson, 1974, p. 7) In a later article Mathieson stated:

> An ABE teacher trained at a University may possess credentials that will place [the teacher] in the priority position to teach ABE but may not mean [the teacher] has the skills and competencies to teach adults. (1975, p. 2)

Nance supported Mathieson by reporting that credentialing practices and criteria are irrelevant to actual employment skills (1980, p. 2). Rockhill cited the 1971 court decision of Griggs verses Duke Power Company when:

> Thirteen black employees of the Duke Power Company challenged the Wonderlic Personnel Test, the Bennett Mechanical Aptitude Test and the high school diploma requirement. Adverse effects were established, and when Duke Power Company was unable to demonstrate their validity, their use was ruled illegal.

Chief Justice Berger ruled the following famous historic opinion regarding this course case:

> The facts of this case demonstrate the inadequacy of broad and general testing devices as well as the infirmity of using diplomas or degrees as fixed measures of capability. History is filled with examples of men and women who rendered highly effective performance without the conventional badges of accomplishment in terms of certificates, diplomas or degrees. Diplomas and tests are useful servants, but Congress had mandated the common sense proposition that they are not to become masters of reality. (Rockhill, 1976, p. 10) Anderson and Terrell,

when examining community school directors, reported that "credentials do not insure or guarantee competent community school directors any more than credentialing has guaranteed competent administrators and teachers." (1975, p. 22) Griffith and Marcus supported a different aspect of the irrelevance of preparation. They stated that the present American education practice is to certify teachers in broad categories and not to require proof of competence for any specific subject area. (1978, p. 48)

In summary, Lyle wrote a consensus opinion, "Certification would not provide assurance that adult education teachers have the desirable effective skills for teaching in this academic area" (1975, p. 28). Hazard et al. wrote that certification does not ensure teacher quality (1977, p. 115), while Rockhill wrote that certificates and degrees have been challenged in regard to relevancy to performance. (1976, p. 8)

6. CERTIFICATION COMPETENCIES DO NOT NECESSARILY PROVE USEFUL OVER TIME.

According to Brewer, "If certification is based on assessment of competencies, there is no guarantee that these competencies are useful over time" (1979, p. 2). James supported this notion by emphasizing that any certification policy would have an adverse effect on the field of adult education because of constant change in our society. She stated:

> Since any plan for certification will have a tendency to become static once it has been committed to paper, the codification of certification would make it very difficult to move as change occurs. Adult education would thus be locked into a secure system that would not promote flexibility but rather would hinder it. The very fact of constant change is, in itself, one reason for rejecting certification. (1981, pp. 88-89)

The effects of constant change was used as an argument regarding the question of requiring continued professional involvement throughout a teacher's lifetime. Rockhill stated:

> The assumption that once certified people are forever competent, has been a major weakness in the certification system. It assumes that all necessary knowledge can be acquired prior to entry into the labor force and that practice will not advance or change over time. (1976, p. 12)

She added that it is now impossible to place a priority on any specific knowledge because of the knowledge explosion (p. 12). The knowledge explosion was detailed by Naisbitt who stated that "scientific and technical information now increases 13 percent per year which means it doubles every 5.5 years." He added that new information systems may raise this rate to 40 percent annually. (1982, p. 24) Also, Hazard et al. stated that most certification laws do not "provide for any meaningful evaluation of teachers after initial certification" (1977, p. 115). Gilmore and Argyros recognized the same concept, suggesting that professional development should be built into certification requirements (1977, p. 18).

Cameron noted that many professions require a certain amount of recognized educational activity in order to maintain licensure (1981, p. 75).

7. CERTIFICATION DOES NOT PROVIDE A MEANINGFUL EVALUATION OF TEACHERS.

According to Hazard et al. each state individually relies on program approval and course completion to meet initial or renewable certification requirements. Even though teacher effectiveness can only be really evaluated after the prospective teacher has actually begun teaching, Hazard feels that the focus on certification requirements has been mistakenly shifted from teacher evaluation to evaluation of teacher preparation programs or institutions. (1977, p. 115)

In discussing the issue of measurement of teacher competence, Griffith and Marcus reported that the techniques for producing appropriate evaluation instruments are available, but that the real issue is mainly that the reputable authorities cannot agree on what the competencies should be to assess teacher performance. They added that this dispute "does not lead to a high level of public confidence in the judgement of those empowered to make certification decisions." (1978, p. 45) Berliner discussed some of the difficulties involved in determining teacher competencies. He felt that problems of instrumentation, methodology, and statistics hamper the study of teacher behaviors. His article implied that these are significant contributers to the fact that "the Coleman report (1966) and its offshoots (Jencks, 1972; Mosteller and Moynihan, 1972) have minimized the role of the teacher" in student learning. According to Berliner, such problems hinder any possible proof of the legitimacy of competency-based teacher evaluation. (1976, p. 5)

Brewer supported the notion that certification standards are difficult to set and are "not entirely satisfactory or effective." As a result, she added, " Reliable testing and measurement procedures are difficult to define." (1979, p. 2) Barasch identified an example of an expert in performance evaluation as Popham, a professor of education at U.C.L.A.. Barasch called Popham one of the most interesting of all assessors of teacher education verses teacher performance. (1977, p. 11)

8. CERTIFICATION WOULD LIMIT THE NUMBER OF QUALIFIED INSTRUCTORS IN RURAL AREAS.

According to Verner et al. adult basic education is "predominately an urban phenomena." They reported that 85 percent of adult educators live in communities with populations larger than 25,000. (1970, p. 20) James further commented on the fact that the graduate level courses in adult education are taught primarily in the urban areas (1981, p. 90). Griffith and Marcus (1978) and James (1981) reasoned that many adult basic education teachers, especially in the rural areas would have limited access to adult education courses. Griffith and Marcus wrote that "Broadening the area of certification increases the pool of potential teachers; narrowing it by specifying special forms of certification reduces the number of people available to teach in a given area." (1978, p. 49) Shadoin, noted the employability problem of adult educators and suggested having adult educators certified to teach other age groups, too. He felt that this could be a possible solution to the problem of too few qualified adult educators. (1975, p. 23)

9. THERE IS LITTLE RELATIONSHIP BETWEEN PROFESSIONAL PREPARATION AND TEACHER EFFECTIVENESS.

James reported that "research does not substantiate a direct relationship between certification and teacher effectiveness." She cited a 1975 study by the Texas Education Agency as indicating "no statistically significant correlation between nondegreed... and degreed teachers in classroom effectiveness." (1981, p. 93) Aker (1975) also stated that numerous research studies show no relationship between hours of course work and teacher effectiveness (p. 8). He supported opposition to what he called "rigid, sometimes arbitrary kinds of standards" -- based on the idea that competence equals college credits -- that have been established for certification (p. 13). In the same document as Aker's report, Lyle summarized some disadvantages of certification, including that course work and degrees are considered, by some, "a panacea for determining a qualified teacher or supervisor" and that "course titles are not guarantees" for competencies (p. 28). Also in the same document, Stonecipher urged professionals in the field not to lose sight of the fact that formal training does not necessarily produce good adult educators (p. 35). Incorporating this idea into a possible solution, Neff suggested establishing probationary teaching periods. This would allow for consideration of the belief that success is more dependent on personality than on formal training. (1970, p. 21)

According to Hazard et al., relying on a program approval and course completion mistakenly shifts the focus from evaluation of teacher candidates to evaluation of teacher education programs (1977, p. 115). Griffith and Marcus also recognized that such standards would possibly judge the educational institution as much as the teacher. They added that the relevance of course work to the actual demands of teaching situations is open to question (1978, pp. 43-44).

10. CERTIFICATION IS AN UNREASONABLE DEMAND FOR PART-TIME TEACHERS.

It was stressed by Griffith and Marcus that most adult basic education teachers are marginal part-time employees who lack "a claim to professional status" (1978, p. 1). Klinedinst cited from the Third Regional Seminar Southeastern Region Staff Development Project, as an example of this notion, that in the region in 1970, 95 percent of the ABE teachers were part-time and were employed full-time somewhere else (1983, p. 46). The Georgia State Department of Education recognized this part-time status as necessitating special consideration in ABE teacher training. As a result, they decided that the staff training should be especially organized to effectively meet staff needs. (1971, p. 30) Sharp wrote that the traditional degree programs were "inadequate in two ways. First, they have the limitations inherent in any traditional degree program." Some of the examples given were that they were expensive, involved residency requirements, employed "lock-step" curricula, and they placed "students in a subservient and dependent relationship to their program committee and advisors." Secondly, Sharp suggested that the degree programs are "inherently lacking in the sort of 'quality control' which is the hallmark of true professionalism." He criticized the manner in which any university can offer an advanced degree in adult education or continuing education without approval from a national authority, and the fact that there are no recognized guidelines for adult education credentialing. (1976, p. 40) Griffith and Marcus concluded that:

> It seems reasonable to assume that initially the focus on any certification program must be at the in-service level rather than pre-service because working teachers would not be willing to stop working for whatever period of time it took to participate in the training so they would be considered qualified to hold the jobs they already held. (1978, p. 50)

11. THERE IS LACK OF VALIDATED CRITERIA FOR CERTIFICATION.

Loring and Knox cited a participant of a conference on adult education issues as stating that because of the rapid expansion of the field there is a need for research relative to adult development and adult learning (1979, p. 25). Hazard et al. added that there is also a need for validated criteria for certification, including course completion requirements, program approval standards, and written examinations because they bear only a tenuous relationship to the skills and personal qualities which contribute to effective teaching. (1977, p. 115)

According to Kidd few people "other than university teachers have the time or facilities for rigorous and long-term research efforts." In many cases adult education students may be able to carry out just as useful and significant studies as the teacher. The only practitioners to carry out significant research studies are those few who are curious or compelled. Most of them would think it ridiculous to be expected to carry out research, but Kidd felt that they should be encouraged to take the time and effort to conduct studies. (1973, pp. 299-300)

Many adult educators have performed studies concerning the skills and knowledges needed by teachers of adults: Chamberlain (1961), Aker

(1963), Liveright (1964), Fenn (1972), Grigsby (1972), R. L. Smith (1972), Mocker (1974), Mocker et al. (1974), Veri (1974), Bunning (1976), Grabowski (1976), Brurrichter and Gardner (1977), the United States Department of Health, Education, and Welfare (1979), and Harwood et al. (1981). James stated that most of the studies she reviewed were an attempt to identify the skills needed by adult educators. According to James, the most comprehensive study was done by Mocker who sought to "identify, classify and rank competencies needed by ABE teachers." Mocker listed 291 competencies which were analyzed from studies completed before 1974. To summarize, James said that these studies illustrate the complexity of identifying skills needed for adult education certification. She further stated:

> Not only must the entire field of adult education be defined, but so must specific competencies for specialty areas. The problem of identification of the field and skills needed within it may represent the most complicated hurdle to the issue of certification. (1981, p. 88)

12. PERFORMANCE SHOULD BE DECIDED BY CO-WORKERS, NOT CERTIFICATION.

Aker (1975) and Cameron (1981) supported the idea that the performance of adult basic education practitioners should be decided by co-workers, not certification. Aker wrote "we need to base standards for certification on peer evaluation and on student evaluations." (1975, pp. 16-17) Jensen (cited in Cameron) wrote:

> It should be against the law to require scholastic credentials or tests as a condition of having any job. A person's ability to perform a job should be decided by his or her co-workers. (1981, p. 73)

Griffith and Marcus suggested that letters of recommendation from former teachers and employers, members in the professional association, length of service and awards for excellent achievement may also be regarded as evidence of competence. They suggested that cross validation of the information in the letters and records would provide better evidence than certification for performance. (1978, p. 46)

13. COMPETENCY-BASED IN-SERVICE TRAINING IS OFFERED AS AN ALTERNATIVE.

Pitman, in a report about competency-based certification for the general field of education, interpreted competency-based teacher education as a "more general state or quality of being" than performance-based teacher education which he referred to as "specific actions prescribed which can be directly evaluated." Therefore, he referred to certification throughout his paper as "competency-based" rather than "performance-based". (1973, pp. 4-5)

Griffith and Marcus quoted Paul V. Delker from U.S.O.E. as saying that "perhaps as many as 37 states have made competency-based adult education programs a priority for the use of discretionary and other funds in 1976." Griffith and Marcus noted that "although the competency based education approach is now in vogue for programs conducted by adult education teachers" it has not been adopted enthusiastically for ABE teacher training programs. Nevertheless, wrote Griffith and Marcus, "the idea is logically sound and may ultimately lead to an improvement in teacher training, accreditation, certification and even licensing methods." (1978, p. 39)

Klinedinst also reported that competency-based adult education has been widely accepted by adult educators, but the role of competency-based methods and training has been extremely limited for teacher education programs for adult educators. She wrote that the pre-service, in-service, and certification programs use the more conventional or traditional methods and courses. (1983, p. 9) Pitman referred to these traditional teacher education programs as "experience-based". He defined an experience-based program by citing Elam as one in which a student "experiences a specified number of courses in specified areas of study and undergoes some kind of teaching experience." (1973, p. 2)

Pitman discussed a new process for teacher certification (for teachers in general, which could be adapted for adult educators) that would change the system from traditional to competency-based teacher education and that would affect many different groups. He discussed the fact that there always have been some cooperative relationships in teacher education and certification procedures, but the difference in a competency-based system is the increased amount of cooperation required. Pitman advocated that a major issue in changing the system is the need for changing existing power bases and existing relationships. He warned:

> People or institutions typically do not want to give up their existing powers of decision. In the final analysis a competency-based system requires significant changes in the ways the many elements (groups) are now operating and/or cooperating.

Pitman strongly encouraged educators to reorganize the structure for the certification process. To illustrate the groups that would be affected by this change Pitman cited Houston and Howsam. They identified nine separate groups who would be affected by such a major change in teacher education procedures. The identified groups were:

1. The institution of higher learning as a system with its subsystems that bear specific responsibility for teacher education and with its management and support subsystems.
2. Related and involved subsystems on the campus, particularly the college of arts and sciences.
3. Teacher-education students, both as individuals and organized groups.

4. The units that operate the schools (primarily local school districts).
5. The state and its agencies that govern and control teacher education, certification, conditions of teacher services and school curricula.
6. The organized teaching profession (as distinct from units that employ teachers).
7. The public as it is represented in local and state politics and in direct contact with community or neighborhood schools.
8. Other governmental and community agencies that interact with with education through commonalities of concern or overlap of functions.
9. Other interest groups with concern for education. (1973, pp. 9-10)

James also described her perception of the certification process:

> The design of a certification process can be addressed in at least three ways. The first two possibilities work with the systems that now exist; the third would call for the creation of a new method. The first alternative would be to require the attainment of an elementary or a secondary teaching certificate. This approach would undermine the field of adult education by indicating that there is no difference between teaching youth and teaching adults. The second possibility would be to establish an endorsement area for teaching adult basic education, high school equivalency, or adult vocational courses. This is an option that would identify an individual as trained to work with adults, but it would exist within a current, ineffective system. The third option would be the creation of a new process solely for adult education. (1981, pp. 89-90)

Houston and Howsam, as cited in Pitman, strongly called for "systematic" or "planned change" to effect the existing teacher education system. They pointed out that a haphazard or piecemeal approach would have no hope of succeeding. They advocated that all of the planners should have equal participation and mutual respect for each group's special interests and concerns. Pitman strongly recommended a move from traditional credit-based certification to competency-based teacher education and certification and a new organization system. (1973, pp. 10-11)

According to Pitman, there is considerable literature available on teacher competencies; however, few, if any, specific teacher competencies are validated by research. As a result, wrote Pitman, educators planning competency-based teacher education (CBTE) programs and states moving toward competency-based certification (CBC) should consider these competencies as tentative rather than absolute, fixed, or proven. In the judgement of Pitman, competency-based systems should be treated as "alternative systems rather than as total replacements to existing teacher education" or certification systems. (p. 13)

14. DEGREE PROGRAMS PERPETUATE CERTIFICATE HOLDERS RATHER THAN EDUCATE INDIVIDUALS

Traditionally, wrote James, degree programs and/or college credits have served as alternatives to certification. James continued by saying that these alternatives have come to imply competence, but there is no evidence that these types of certification are "anything more than a convenient way of determining who is to be certified." (1981, p. 90) Cameron further commented on this issue stating that "certification should be based on qualifications rather than simply on acquisition of credits in adult education" (1981, p. 81).

Clausen, the Adult Education State Director in the state of Washington, reported "Certification procedures and requirements merely perpetuate the teacher trainers and their programs in the colleges and universities" (cited in E. E. Jones, 1976, p. 3). Griffith and Marcus wrote competence cannot be guaranteed just because an individual goes through an adult education program and/or receives a degree. However, he continued, many people are often viewed qualified based on the integrity of the institution with regard to accreditation, rather than whether or not the student did, in fact, receive competencies. (1978, pp. 43-44)

In regard to recertification, Rockhill (1976, p. 12) suggested that as adult education gains recognition as an important field that it will be threatened by the "same artifical unit measures as have plagued the rest of education." She added, "Pressure [will be] put on educators to award degrees and certificates indiscriminately rather than to make certain that certificates do differentiate by expertise" (p. 11). For example, Rockhill stated:

> The CEU [Continuing Education Unit] symbolizes the absurdity of education in America. Unit accumulations will soon take the place of learning to acquire knowledge. True, learning endeavors will have the stamp of educational legitimacy - but is the stamp of institutional approval worth losing the legitimacy of individual purpose? It goes without saying that standardized unit requirements will make certificates easier to award. (p. 12)

Recognizing this problem, the Washington based Council on Continuing Education Units (CCEU) has sponsored a study entitled Developing Standards and Good Practices for Continuing Education. The study is under joint sponsorship with the National University Continuing Education Association (NUCEA). Grover Andrews of North Carolina State University and Lewis Phillips of the University of Georgia are the co-investigators of the project. The purpose of the project was to collect existing standards and from those to devise standards to be endorsed by various national associations throughout the United States. Upon completion of this project, the endorsed standards and good practices will be submitted to the CCEU and they will, in turn, reassess the standards and criteria for Continuing Education Units (CEUs). It is projected that the current CEU standards will be revised based on the CCEU study. (G. J. Andrews, Personal Communication, July 26, 1983)

Rockhill also wrote that "certificates and degrees have been challenged as irrelevant to effective performance and as discriminatory toward certain groups within the population." In spite of the serious educational, technical and legal charges, Rockhill wrote, "Certification continues to grow, affecting ever increasing numbers of people in new and old professions." (1976, p. 8)

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APPENDIX B

INDIVIDUALS INVITED TO PARTICIPATE IN THE STUDY

STATE AND U.S. TERRITORY DIRECTORS OF ADULT EDUCATION

State Directors of Adult Education

Alabama
*Dr. Bob W. Walden

Alaska
*Dr. Clark Jones

Arizona
*Mr. Sterling Johnson

Arkansas
*Dr. Luther H. Black

California
*Dr. Donald A. McCune

Colorado
*Dr. Ray Peterson
Ms. Liz Waggener

Connecticut
Mr. John E. Ryan

Delaware
Ms. Hazel J. Showell

District of Columbia
Dr. Tony Minus

Florida
*Mr. John E. Lawrence

Georgia
*Ms. Margaret Walker
Dr. Neil Gunter

Hawaii
*Mr. Noboru Higa

Idaho
Dr. Harold Goff

Illinois
*Mr. William E. Reynolds

Indiana
*Mrs. Mary G. Williams

Iowa
*Mr. Donald Wederquist

Kansas
Mr. Wes Pelsue

Kentucky
*Mr. W. L. Hampton

Louisiana
*Mr. Glenn Gossett

Maine
*Mr. David S. McCullough

Maryland
*Ms. Judith A. Koloski

Massachusetts
*Ms. Gale B. Ewer

Michigan
*Dr. Mary L. Reiss

Minnesota
*Mr. Robert O. Gramstad

Mississippi
*Mr. William C. Box

Missouri
*Mr. Elvin Long

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*Responded to survey
n=44

State Directors of Adult Education (Continued)

Montana
*Mr. William Cunneen

Nebraska
*Dr. Leonard R. Hill

Nevada
Mr. Jerry O. Nielsen

New Hampshire
*Mr. Arthur Ellison

New Jersey
*Mr. Barry Semple

New Mexico
*Mr. Thomas Trujillo
Phil Felix

New York
*Mr. Garrett W. Murphy

North Carolina
*Dr. Major Boyd

North Dakota
*Mr. David Massey

Ohio
*Mr. Harry Meek

Oklahoma
Mr. Johnny P. Howard

Oregon
Dr. Robert D. Clausen

Pennsylvania
*Dr. John Christopher

Rhode Island
*Mr. William A. Farrell
Robert W. Mason

South Carolina
*Mr. J. K. East
W. L. Tobin

South Dakota
*Mr. Gene K. Dickson

Tennessee
*Mr. Luke Easter

Texas
*Mr. Bob G. Allen

Utah
*Dr. Russell W. Carruth
Mr. Brent H. Gubler

Vermont
*Ms. Sandra Robinson
Ms. Jennifer Howard

Virginia
*Dr. William M. Moore

Washington
*Mrs. Beret Harmon

West Virginia
Mr. Lowell W. Knight

Wisconsin
Ms. Charlotte Martin

Wyoming
*Mr. Lloyd Kjorness

United States Territories

American Samoa
*Mr. Mike Gabbard

Guam
Mr. Luther Myrvold

Puerto Rico
*Ms. Myriam Rodriquez

Trust Territory
*Mr. Harold W. Crouch

Virgin Islands
Mrs. Anna C. Lewis

Northern Mariana Islands
Mr. Luis M. Limes

---

*Responded to survey

AAACE Affiliate Presidents

Alabama
Alabama Association for Public Continuing Adult Education
*Mr. Tony Traylor

Alaska
Alaska Adult Education Association
*Sandy Wassilie

Northwest Adult Education Association
David S. Alexander

Arizona
Arizona Adult Education Association
*Mary Johnson

Mountain Plains Adult Education Association
William Hughes

Arkansas
Arkansas Association for Public Continuing & Adult Education
*Hazel E. Parker

California
Adult Educators of Greater Los Angeles
*Ronald Ross
Lonnie D. Farrell

California Council for Adult Education
Clarence Stanfield

Northern California Adult Education Association
Dr. James Umphrey

Colorado
Colorado Association for Continuing Adult Education
Marilyn Fincken

Connecticut
Connecticut Association for Public School Adult Education
Gerald J. Nolan

Delaware
Delaware Association of Adult and Community Education
Dallas Ashby

District of Columbia
Metropolitan Washington Association for Adult & Continuing Education
Elizabeth H. Olson

Florida
Florida Adult Education Association
*Jay Alligood
Betty J. Womack

Georgia
Georgia Adult Education Association
Bradley C. Courtenay

Georgia Association for Public School Adult Education
*George Vaughn
Ruth Spalding

Hawaii
Adult Education Association of Hawaii
*Thomas Kam

Idaho
Idaho Adult Education Association
*Kathy Margraff

Illinois
Illinois Adult & Continuing Education Association, Inc.
*Nancy McIlroy

Indiana
Adult Education Association of Indiana
Rick Brown

Indiana Association for Public Continuing & Adult Education
Richard K. Ralston

Iowa
Iowa Association for Lifelong Learning
*John Wilson

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*Responded to survey
n=36

AAACE Affiliate Presidents (Continued)

Kansas
Kansas Adult Education Association
*Marlin Frey
Joe Mildrexler

Kentucky
Kentucky Association for Continuing Education
Richard W. Daniel

Louisiana
Louisiana Association for Public Community & Adult Education
*Robert W. Boyet

Maine
Maine Association for Public School Adult Education
*Ervin MacDonald

Maryland
Maryland Association for Adult Education
*Joseph W. Zebley, Jr.
Mary Ann Corley

Maryland Association for Publicly Supported Continuing Education
Mary Ann Corley

Massachusetts
Massachusetts Association for Adult and Continuing Education
*Evelyn Zuk

Michigan
Michigan Association for Adult and Continuing Education
Amanda Gudme

Michigan Association for Public Adult and Community Education
*Tom Wenger
Lee Mason

Minnesota
Minnesota Association for Continuing Adult Education
*Joe Kimbrough

Mississippi
Mississippi Adult Education Association
*Dr. Floyd Hearns
Robert Lewis

Missouri
Adult Education Countil of Greater St. Louis
Charles Kopetzky

Missouri Association for Adult and Community Education
*Robert A. Weng
Noel Koranda

Nebraska
Adult and Continuing Education Association of Nebraska
Mary Bruning

New Jersey
Association for Adult Education in New Jersey
*Dr. Harold Beder

New Mexico
New Mexico Adult and Continuing Education Association
Leroy Martinez

New York
Adult and Community Education Alumni Association, Inc.
*Dr. Jack H. Dixon
Lawrence Levin

New York Association for Continuing and Community Education
*Paul King

North Carolina
North Carolina Adult Education Association
*Norman H. Lowenthal
Linda B. Lindsey

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*Responded to survey

AAACE Affiliate Presidents (Continued)

North Dakota
Missouri Valley Adult Education Association
Rueben T. Guenthner

North Dakota Adult Education Association
*Barb Korpi

Ohio
Ohio Association for Adult Educators
*George Y. Travis

Oklahoma
Oklahoma Adult and Continuing Education Association
Lin Coury

Pennsylvania
Adult Education Council of Philadelphia
James L. Holstein

Pennsylvania Association for Adult and Continuing Education
*Joan Leopold

Rhode Island
Adult Education Association of Rhode Island
*Henry S. Tarlian

South Carolina
South Carolina Association for Public Continuing & Adut Education
Rosemary Quickel

South Dakota
South Dakota Adult Education Association
*Neysa Villa
Patty Dewey

Tennessee
Tennessee Association for Public Continuing Adult Education
*Joe Eoff

Texas
San Antonio Literacy Council, Inc.
*Margarita Huantes

South Central Association for Lifelong Learning
Dr. Albert B. Campbell

Texas Association for Continuing and Adult Education
*Jim Morgan

Utah
Adult Education Association of Utah
*Dr. Terry R. Teigeler
Keith Berggwist

Vermont
Vermont Adult Educator's Association
Rosalind Smithers

Virginia
Adult Education Association of Virginia
Sally J. Reithlingshoefer

Washington
Washington Association for Developmental Education
*Bill Sperling

Washington Continuing Education Association
Cary Heth

West Virginia
West Virginia Adult Education Association
Mary Clare Moses

Wisconsin
Milwaukee Council for Adult Learning
Mary R. Scott

Wisconsin Association for Adult and Continuing Education
*Russell Robinson

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*Responded to survey

AAACE Affiliate Presidents (Continued)

Wyoming
Wyoming Association for Continuing
  Community and Adult Education
Daniel Oliver

Canada
British Columbia Association
  of Continuing Education
  Administrators
George A. Worobey

American Association for Adult and Continuing Education

Executive Director
**Dr. Gary Eyre

Associate Director
**Ms. Beverly Copeland

President (NAPCAE)
*Dr. Thomas Ridlehuber

President (AEA)
*Dr. Eugene Whaples

Former Executive Director (NAPCAE)
**Dr. James Dorland

---

*Responded to survey
**Responded by telephone

Practitioners at Certification Meeting

Director, Bureau of Certification
Pennsylvania Department of Education
Dr. John Rebert

President, Pennsylvania Association
for Adult Continuing Education (PAACE)
Mrs. Joan Y. Leopold

Rural Administrator
Mr. Donald Kelsey

Rural Supervisor
Ms. Edie Gordon

Teacher, Small Rural Program
Ms. Barbara Mooney

Teacher, Large Rural Program
Mr. Donald R. Carl Jr.

Philadelphia Teacher
Ms. Betty Bramnick

Pittsburgh Teacher
Ms. Eleanor Gard

All participated in meeting

Commission on Adult Basic Education (ABE)

President
*Dr. Clark Jones

Past-Presidents
*Dr. Wayne James
Dr. Cheryl Moore
Dr. Russell Wilson

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*Responded by survey

Professors of Adult Education in Pennsylvania

Cheyney
***Dr. Velma Mitchell

Indiana University of Pennsylvania
*Dr. Margaret Mahler

Temple University
**John Fiorino

The Pennsylvania State University
*Dr. Gordon C. Godbey

University of Pennsylvania
Dr. Linda Brodsky

University of Pittsburgh
*Dr. Patrick Penland

---

*Responded by survey
**Communicated by telephone
***No response

Certified Teachers/Graduate Students

Alabama
JoAnn Arledge

Arkansas
Tim Boyer
Betty Ruth Morris

California
Juliette Crutchfield

Minnesota
Lucille Fischer

Mississippi
Linda Lipe

Missouri
Bob Weng
Mavis Presson
Noel Koranda

New York
Lynn Lamey

Pennsylvania
Rita Bates
Betty Bramnick
Al Bennett
Shirley Royce

All responded by telephone

Adult Basic Education Teacher Certification Opinionnare Respondents

Urban Administrator
*Mr. Ronald F. Fronzaglia

Urban Administrator
*Dr. Matthew Knowles

Urban Administrator
****Mr. Pieter Miller

Urban Administrator
*Mr. Tom Wehrli

Pennsylvania Association for Adult Continuing Education (AAACE) President
*Mrs. Joan Y. Leopold

Rural Supervisor
*Ms. Edie Gordon

Rural Administrator
****Mr. Donald Kelsey

Teacher, Philadelphia
*Mrs. Betty Bramnick

Teacher, Pittsburgh
*Eleanor Gard

Teacher, Large Rural Program
*Mr. Donald R. Carl, Jr.

Teacher, Small Rural Program
*Ms. Barbara Mooney

Bureau of Certification (Pennsylvania Department of Education
*Dr. John Rebert

Professor of Adult Education (Temple University)
***Dr. John Fiorino

Professor of Adult Education (The Pennsylvania State University)
**Dr. Gordon G. Godbey

Professor of Adult Education (Indiana University of Pennsylvania)
*Dr. Margaret Mahler

Professor of Adult Education (Cheyney University of Pennsylvania)
****Dr. Velma M. Mitchell

Professor of Adult Education (University of Pittsburgh)
*Dr. Patrick R. Penland

---

*Responded by survey
**Responded by letter
***Responded by telephone
****No response

APPENDIX C

PROFESSIONALS WHO CONTRIBUTED TO THE DEVELOPMENT OF THE SURVEY INSTRUMENTS

Professionals Who Contributed to the Development of the Survey Instruments

American Association of Adult and Continuing Education (AAACE)
Dr. Gary Eyre, Executive Director
Ms. Beverly Copeland, Associate Director
Mr. Henry Tarlian, Affiliate Council President

Indiana University of Pennsylvania (IUP)
Dr. Lee H. Bowker, Dean of Graduate School
Dr. Jerry T. Ice, Dean of Continuing Education
Mr. Thomas O'Brien, Director of Vocational Personnel
Mr. Richard Learn, Graduate Student
Dr. Margaret Mahler, Professor of Adult Education
Mr. James Reid, Research/Computer Consultant

Kansas State University
Paul Taylor, Professor of Adult Education

Pennsylvania Department of Education (PDE)
Dr. John Christopher, Chief, Division of Adult Education
Mr. Gordon Jones, ABE Advisor
Mr. William Kerr, ABE Advisor
Mr. Jack Sittman, Special Projects Advisor
Mr. Kenneth Wallick, GED Advisor

The Pennsylvania State University (PSU)
Ms. Barbara Hanniford, Staff Specialist/Writer
Dr. Carl Lindsay, Head, Planning Studies, Continuing Education

The Ohio State University
Dr. George Travis, Adult Education Staff Development Specialist/ President of Ohio Association for Adult Educators (OAAE)

United States Office of Education (USOE)
Mr. James Parker, Adult Education Specialist

Temple University/Cabrini College
Ms. Meredyth Leahy, Adult Education Consultant/Director of Continuing Education

APPENDIX D

COVER LETTERS AND SURVEY INSTRUMENTS

April 19, 1983

■

Dear ■:

Under a Section 310 grant for adult education, it is my responsibility to study the Feasibility of Requiring and Delivering Certification for ABE Teachers in Pennsylvania. In order to complete this study, I need some information from you regarding the status of Adult Basic Education (ABE) certification in your state. Among the survey participants are state directors of adult education, presidents of AAACE affiliate organizations, the AAACE national office Executive Director and presidents, and four past presidents of the ABE Commission. Our recommendations to the Pennsylvania Department of Education's Division of Adult and Continuing Education will be based in part on your responses.

Enclosed is a copy of the survey instrument. I know that your time is very valuable; therefore, I'm providing you with two options. You can respond by telephone or by mail. A postcard is enclosed for you to indicate your preference. If we do not hear from you by April 29, 1983, we will get in touch with you by telephone. Should you choose to respond by telephone, please review the questionnaire in advance so that we can exchange the necessary information as quickly as possible. It would be helpful if you have the questionnaire in front of you as we go through our discussion.

Thank you for your assistance. I look forward to hearing from you in the near future. Best personal and professional wishes.

Sincerely yours,

Judith L. Cope, Director
Adult Education Center

JLC/smh

Enclosures - 3

ADULT BASIC EDUCATION CERTIFICATION

State Director's Survey

STATE____

STATE DIRECTOR__________________________________

MAILING ADDRESS__________________________________

____

____

________________ _________________

TELEPHONE NUMBER___(____)________________________

SIGNED BY______________________________________

DATE________________________

Return this questionnaire on or before April 29, 1983 to:

Judith L. Cope, Director
Adult Education Center
School of Continuing Education
Indiana University of Pennsylvania
Indiana, PA 15705
(412) 357-2227 (7949)

ADULT BASIC EDUCATION CERTIFICATION
State Director's Survey

Q-1 What type of state certification or credential is required for a person to teach Adult Basic Education (ABE) in your state? Adult Basic Education (ABE) is and includes General Education Development (GED), Secondary Adult Education (SAE), and English as a Second Language (ESL). (Circle numbers that apply.)

1 Elementary Certification
2 Secondary Certification
3 Adult Education Certification
4 Adult Basic Education Certification
5 Special Education Certification
6 Vocational Education Certification
7 None
8 Other ______________________________

If you circled items 3 or 4, Go to Q-2.

If your state does not require certification in Adult Education or Adult Basic Education, answer Q-8 - Q-16.

(If your state requires certification in Adult Education or Adult Basic Education, answer Q-2 - Q-7.)

Q-2 What is the name and address of the person who is directly responsible for certification in Adult Education or Adult Basic Education in your state?

NAME ______________________________

MAILING ADDRESS ______________________________

____

____

____

TELEPHONE NUMBER ( ) ______________________________

Q-3 What institutions in your state provide certification in Adult Education or Adult Basic Education? (Add pages if necessary.)

INSTITUTION______________________________

CONTACT PERSON______________________________

MAILING ADDRESS______________________________

____

____

____

TELEPHONE NUMBER___(____)________________________

Q-4 How many individuals receive certification in Adult Education or Adult Basic Education in your state each year? (Write number on line below.)

Number_____

Please indicate the name of a teacher certified in Adult Education or Adult Basic Education who might be willing to participate in a follow-up interview.

NAME______________________________

MAILING ADDRESS______________________________

____

____

TELEPHONE NUMBER___(____)________________________

Q-5 Who participated in making the decision to require certification for Adult Education or Adult Basic Education in your state? (Circle the numbers that apply.)

1 State Legislature
2 State Board of Education
3 Local Superintendent
4 Local Director
5 Union Contract
6 State Department Adult Education Unit
7 State Adult Education Professional Association
8 Practitioners
9 Other______________________________

Q-6 Some possible reasons why your state decided to establish certification in Adult Education and Adult Basic Education are listed below and space is provided for you to add your own. (Please select the three most important reasons below which best apply to the situation in your state.)

1 Certified personnel will provide long term continuity and security to the professional field of Adult Basic Education.

2 Certification standards will acquaint employers with the competencies which are essential for teachers of Adult Basic Education.

3 Certification based on competencies is a useful tool for performance assessment.

4 One aspect of a profession's self regulation is the public declaration of standards for its credentials.

5 Adult students would benefit from professional teacher certification.

6 Certification protects the consumer from incompetence.

7 Teachers need special skills to provide relevant educational opportunities for Adult Basic Education students.

8 Certification provides access for upward mobility.

9 Certification would provide incentives for Adult Basic Education teachers to continue professional training.

10 The quality of teaching in Adult Basic Education can be substantially improved through certification.

11 Certification will enhance the status of Adult Basic Education practitioners.

12 There is recognition among Adult Basic Education practitioners of the need for professional training in that field.

13 Certification will protect Adult Basic Education against interlopers.

14 Certification will help shape the field of Adult Basic Education.

15 Other ________________________________

(Rank the three most important reasons selected above and write the number of the items selected in the appropriate boxes.)

☐ Most Important

☐ Second Most Important

☐ Third Most Important

Q-7 Are statutes, regulations, laws, or other written policies available for certification in Adult Education or Adult Basic Education? (Circle the number of the answer.)

1 Yes
2 No

If yes, please forward the publications or provide the information for obtaining them. (Add pages if necessary.)

TITLE OF PUBLICATION ____________________

CONTACT PERSON ____________________

MAILING ADDRESS ____________________

____

____

____

TELEPHONE NUMBER ( ) ____________________

Go to Q-13.

If your state does not require certification in Adult Education or Adult Basic Education, answer Q-8 - Q-16.

Q-8 Some possible reasons why your state does not have certification in Adult Education or Adult Basic Education are listed below and space is provided for you to add your own. (Please select the three most important reasons below which best apply to the situation in your state.)

1 Certification would remove non-academically prepared but effective teachers from the teaching market.

2 Certification requirements are rigid and stereotyped.

3 Certification would serve to promote the self-interest of incumbents.

4 Certification will not legitimize the field of Adult Basic Education.

5 There is no guarantee that a certified teacher is competent.

6 Certification competencies do not necessarily prove useful over time.

7 Certification does not provide a meaningful evaluation of teachers.

8 Certification would limit the number of qualified instructors in rural areas.

9 There is little relationship between professional preparation and teacher effectiveness.

10 Certification is an unreasonable demand for part-time teachers.

11 There is a lack of validated criteria for certification.

12 Performance should be decided by co-workers, not certification.

13 Competency based inservice training is offered as an alternative.

14 Degree programs perpetuate certificate holders rather than educate individuals.

15 Other____

(Rank the three most important reasons selected above and write the number of the items selected in the appropriate boxes.)

☐ Most Important

☐ Second Most Important

☐ Third Most Important

Q-9 Has your state conducted any studies, used other studies, or held any meetings to discern or verify the reasons for the lack of certification in Adult Education or Adult Basic Education? (Circle number of answer.)

1 Yes
2 No

→ If yes, please forward the publications or provide the information for obtaining them in the space below. (Add pages if necessary.)

TITLE OF PUBLICATION ________________________

CONTACT PERSON ________________________

MAILING ADDRESS ________________________

TELEPHONE NUMBER ( ) ________________________

Q-10 Are you planning any studies or meetings to determine the feasibility of requiring or delivering certification in Adult Education or Adult Basic Education in your state? (Circle number of answer.)

1 Yes
2 No

→ If yes, what types of studies or meetings are your planning? (Add pages if necessary.)

Q-11 Have the State Board of Education members in your state discussed the issue of certification in Adult Education or Adult Basic Education? (Circle number of answer.)

1 Yes
2 No

→ If yes, when was it discussed and what are the results or implications of the discussions? (Add pages if necessary.)

Q-12 Is certification in Adult Education or Adult Basic Education currently an issue of importance within your state education agency? (Circle number of answer.)

1 Yes
2 No

→ If yes, on a scale of one to ten, how important is it in comparison to other issues facing your state education agency? (Circle number of answer.)

1	2	3	4	5	6	7	8	9	10
Not Important								Very Important	

All respondents answer Q-13 - Q-16.

Q-13 Can you recommend other resources relevant to the issues raised in this questionnaire that may be useful? (Circle number of answer.)

1 Yes
2 No

If yes, please forward the documents or provide information for obtaining them in the space below. (Add pages if necessary.)

TITLE OF PUBLICATION ____________________

CONTACT PERSON ____________________

MAILING ADDRESS ____________________

____

____

____

TELEPHONE NUMBER ( ) ____________________

Q-14 Do you feel that certification in Adult Education or Adult Basic Education will have a favorable effect on the quality of teaching? (Circle number of answer and indicate why.)

1 If yes, why? ____________________

____

2 If no, why? ____________________

____

3 If undecided, why? ____________________

____

Q-15 Some possible agencies, organizations, or associations who could provide leadership to initiate certification in Adult Education or Adult Basic Education are listed below and space is provided for you to add your own. (Please select the three most appropriate groups who could provide leadership.)

1 State Department of Education

2 State Adult Education Professional Association

3 Higher Education Institution

4 American Association for Adult and Continuing Education (AAACE)

5 Commission on Adult Basic Education (COABE)

6 Commission of Professors

7 National Council for Accreditation of Teacher Education (NCATE)

8 Other____________________________________

(Rank the three most appropriate items selected above and write the number of the items in the appropriate boxes.)

☐ Most Appropriate

☐ Second Most Appropriate

☐ Third Most Appropriate

Q-16 If there are any issues or questions about certification in Adult Education or Adult Basic Education that you would like to raise, please use this space to comment. (Add pages if necessary.)

Return this questionnaire on or before April 29, 1983.

April 27, 1983

■

Dear ■:

Under a Section 310 grant for adult education, it is my responsibility to study the Feasibility of Requiring and Delivering Certification for ABE Teachers in Pennsylvania. In order to complete this study, I need some information from you regarding the status of Adult Basic Education (ABE) certification in your state. Among the survey participants are state directors of adult education, presidents of AAACE affiliate organizations, the AAACE national office Executive Director and presidents, and four past presidents of the ABE Commission. Our recommendations to the Pennsylvania Department of Education's Division of Adult and Continuing Education will be based in part on your responses.

Enclosed is a copy of the survey instrument. I know that your time is very valuable; therefore, I'm providing you with two options. You can respond by telephone or by mail. A postcard is enclosed for you to indicate your preference. If we do not hear from you by May 16, 1983, we will get in touch with you by telephone. Should you choose to respond by telephone, please review the questionnaire in advance so that we can exchange the necessary information as quickly as possible. It would be helpful if you have the questionnaire in front of you as we go through our discussion.

Thank you for your assistance. I look forward to hearing from you in the near future. Best personal and professional wishes.

Sincerely yours,

Judith L. Cope, Director
Adult Education Center

JLC/smh

Enclosures - 3

ADULT BASIC EDUCATION CERTIFICATION

AAACE Affiliate President's Survey

STATE ASSOCIATION______________________________

AAACE AFFILIATE PRESIDENT__________________________

MAILING ADDRESS_______________________________

____

____

____

TELEPHONE NUMBER ( )________________________

SIGNED BY_________________________________

DATE____________________

Please return this questionnaire on or before May 16, 1983 to:

Judith L. Cope, Director
Adult Education Center
School of Continuing Education
Indiana University of Pennsylvania
Indiana, PA 15705
(412) 357-2227 (7949)

ADULT BASIC EDUCATION CERTIFICATION
AAACE Affiliate President's Survey

Q-1 What type of state certification or credential is required for a person to teach Adult Basic Education (ABE) in your state? Adult Basic Education (ABE) is and includes General Education Development (GED), Secondary Adult Education (SAE), and English as a Second Language (ESL). (Circle numbers that apply.)

1 Elementary Certification
2 Secondary Certification
3 Adult Education Certification
4 Adult Basic Education Certification
5 Special Education Certification
6 Vocational Education Certification
7 None
8 Other____

→ If you circled items 3 or 4, Go to Q-2.

If your state does not require certification in Adult Education or Adult Basic Education, answer Q-7 - Q-16.

(If your state requires certification in Adult Education or Adult Basic Education, answer Q-2 - Q-6 and Q-12 - Q-16.)

Q-2 Was your association represented in the initial planning process leading to the decision to have certification in Adult Education or Adult Basic Education in your state? (Circle number of answer.)

1 Yes
2 No

→ If yes, in what type of planning process did your association participate? (Circle numbers that apply.)

1 Feasibility Study
2 Delphi Study
3 Task Force Representation
4 Survey Respondent
5 Competency Identification
6 Competency Validation
7 Sponsorship of Public Hearing
8 Testimony at Public Hearing
9 Other____

Q-3 Did other types of agencies, organizations, or associations participate in the initial planning process leading to certification in Adult Education or Adult Basic Education in your state? (Circle number of answer.)

1 Yes
2 No

If yes, some possible types of agencies, organizations, or associations are listed below and space is provided for you to add your own. (Circle numbers that apply.)

1 Public Educational Agency
2 Private Educational Agency
3 Community or Junior College
4 University/College
5 Business or Industry
6 State Education Agency
7 Correctional Institution
8 Labor Union
9 Library
10 Literacy Program
11 Senior Citizen Agency
12 Religious Institution
13 Community Organization
14 Voluntary Organization
15 Foundation
16 State Board of Education
17 Legislator
18 Other________________

Q-4 How many members of your association receive certification in Adult Education or Adult Basic Education in your state each year? (Write number on line below.)

Number_____

Please indicate the name of an association member certified in your state in Adult Education or Adult Basic Education who might be willing to participate in a follow-up interview.

NAME______________________________

MAILING ADDRESS________________________

____

____

TELEPHONE NUMBER___(   )____________________

Q-5 Who participated in making the final decision to require certification for Adult Education or Adult Basic Education in your state? (Circle the numbers that apply.)

1 State Legislature
2 State Board of Education
3 Local Superintendent
4 Local Director
5 Union Contract
6 State Department Adult Education Unit
7 State Adult Education Professional Association
8 Practitioners
9 Other________________________

Q-6 Some possible reasons why your state decided to establish certification in Adult Education and Adult Basic Education are listed below and space is provided for you to add your own. (Please select the three most important reasons below which best apply to the situation in your state.)

1 Certified personnel will provide long term continuity and security to the professional field of Adult Basic Education.

2 Certification standards will acquaint employers with the competencies which are essential for teachers of Adult Basic Education.

3 Certification based on competencies is a useful tool for performance assessment.

4 One aspect of a profession's self regulation is the public declaration of standards for its credentials.

5 Adult students would benefit from professional teacher certification.

6 Certification protects the consumer from incompetence.

7 Teachers need special skills to provide relevant educational opportunities for Adult Basic Education students.

8 Certification provides access for upward mobility.

9 Certification would provide incentives for Adult Basic Education teachers to continue professional training.

10 The quality of teaching in Adult Basic Education can be substantially improved through certification.

11 Certification will enhance the status of Adult Basic Education practitioners.

12 There is recognition among Adult Basic Education practitioners of the need for professional training in that field.

13 Certification will protect Adult Basic Education against interlopers.

14 Certification will help shape the field of Adult Basic Education.

15 Other________________________________

(Rank the three most important reasons selected above and write the number of the items selected in the appropriate boxes.)

☐ Most Important

☐ Second Most Important

☐ Third Most Important

Go to Q-12

If your state does not require certification in Adult Education or Adult Basic Education, answer Q-7 - Q-16.

Q-7 Some possible reasons why your state does not have certification in Adult Education or Adult Basic Education are listed below and space is provided for you to add your own. (Please select the three most important reasons below which best apply to the situation in your state.)

1 Certification would remove non-academically prepared but effective teachers from the teaching market.

2 Certification requirements are rigid and stereotyped.

3 Certification would serve to promote the self-interest of incumbents.

4 Certification will not legitimize the field of Adult Basic Education.

5 There is no guarantee that a certified teacher is competent.

6 Certification competencies do not necessarily prove useful over time.

7 Certification does not provide a meaningful evaluation of teachers.

8 Certification would limit the number of qualified instructors in rural areas.

9 There is little relationship between professional preparation and teacher effectiveness.

10 Certification is an unreasonable demand for part-time teachers.

11 There is a lack of validated criteria for certification.

12 Performance should be decided by co-workers, not certification.

13 Competency based inservice training is offered as an alternative.

14 Degree programs perpetuate certificate holders rather than educate individuals.

15 Other ____________________

(Rank the three most important reasons selected above and write the number of the items selected in the appropriate boxes.)

☐ Most Important

☐ Second Most Important

☐ Third Most Important

Q-8 Has your association conducted any studies, used other studies, or held any meetings to discern or verify the reasons for the lack of certification in Adult Education or Adult Basic Education? (Circle number of answer.)

1 Yes
2 No

→ If yes, please forward the publications or provide the information for obtaining them in the space below. (Add pages if necessary.)

TITLE OF PUBLICATION______________________________

CONTACT PERSON__________________________________

MAILING ADDRESS_________________________________

____

____

____

TELEPHONE NUMBER__(____)___________________________

Q-9 Is your association planning any studies or meetings to determine the feasibility of requiring or delivering certification in Adult Education or Adult Basic Education in your state? (Circle number of answer.)

1 Yes
2 No

→ If yes, what types of studies or meetings is your association planning? (Add pages if necessary.)

Q-10 Have the Board members of your association discussed the issue of certification in Adult Education or Adult Basic Education? (Circle number of answer.)

1 Yes
2 No

→ If yes, when was it discussed and what are the results or implications of the discussions?
(Add pages if necessary.)

Q-11 Is certification in Adult Education or Adult Basic Education currently an issue of importance within your association? (Circle number of answer.)

1 Yes
2 No

→ If yes, on a scale of one to ten, how important is it in comparison to other issues facing your association. (Circle number of answer.)

1 2 3 4 5 6 7 8 9 10
Not Important ... Very Important

All respondents answer Q-12 - Q-16.

Q-12 Do you feel that certification in Adult Education or Adult Basic Education will have a favorable effect on the quality of teaching? (Circle number of answer and indicate why.)

1 If yes, why?____________________

2 If no, why?____________________

3 If undecided, why?____________________

Q-13 Does your association have a position paper on certification in Adult Education or Adult Basic Education? (Circle number of answer.)

1 Yes
2 No

→ If yes, please forward the document or provide information for obtaining it in the space below. (Add pages if necessary.)

TITLE OF POSITION PAPER____________________

CONTACT PERSON____________________

MAILING ADDRESS____________________

TELEPHONE NUMBER ( )____________________

Q-14 Can you recommend other resources relevant to the issues raised in this questionnaire that may be useful? (Circle number of answer.)

1 Yes
2 No

→If yes, please forward the documents or provide information for obtaining them in the space below. (Add pages if necessary.)

TITLE OF PUBLICATION ______

CONTACT PERSON ______

MAILING ADDRESS ______
______
______
______

TELEPHONE NUMBER ( ) ______

Q-15 Some possible agencies, organizations, or associations who could provide leadership to initiate certification in Adult Education or Adult Basic Education are listed below and space is provided for you to add your own. (Please select the three most appropriate groups who could provide leadership.)

1 State Department of Education
2 State Adult Education Professional Association
3 Higher Education Institution
4 American Association for Adult and Continuing Education (AAACE)
5 Commission on Adult Basic Education (COABE)
6 Commission of Professors of Adult Education
7 National Council for Accreditation of Teacher Education (NCATE)
8 Other ______

(Rank the three most appropriate items selected above and write the number of the items in the appropriate boxes.)

☐ Most Appropriate

☐ Second Most Appropriate

☐ Third Most Appropriate

Q-16 If there are any issues or questions about certification in Adult Education or Adult Basic Education that you would like to raise, please use this space to comment. (Add pages if necessary.)

Please return this questionnaire on or before May 16, 1983.

May 17, 1983

■

Dear ■:

Under a Section 310 grant for adult education, it is my responsibility to study the *Feasibility of Requiring and Delivering Certification for ABE Teachers in Pennsylvania*. In order to complete this study, I need some information from you regarding the status of Adult Basic Education (ABE) certification in your state. Among the survey participants are state directors of adult education, presidents of AAACE affiliate organizations, the AAACE national office Executive Director and presidents, and four past presidents of the ABE Commission. Our recommendations to the Pennsylvania Department of Education's Division of Adult and Continuing Education will be based in part on your responses.

Enclosed is a copy of the survey instrument. I know that your time is very valuable; therefore, I'm providing you with two options. You can respond by telephone or by mail. A postcard is enclosed for you to indicate your preference. If we do not hear from you by *June 6, 1983*, we will get in touch with you by telephone. Should you choose to respond by telephone, please review the questionnaire in advance so that we can exchange the necessary information as quickly as possible. It would be helpful if you have the questionnaire in front of you as we go through our discussion.

Thank you for your assistance. I look forward to hearing from you in the near future. Best personal and professional wishes.

Sincerely yours,

Judith L. Cope, Director
Adult Education Center

JLC/smh

Enclosures - 3

ADULT BASIC EDUCATION CERTIFICATION

American Association for Adult Continuing Education (AAACE)
AAACE Representative's Survey

AAACE REPRESENTATIVE____________________________________

MAILING ADDRESS____________________________________

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____

TELEPHONE NUMBER ( )______________________________

SIGNED BY____________________________________

DATE____________________

Please return this questionnaire on or before June 6, 1983 to:

Judith L. Cope, Director
Adult Education Center
School of Continuing Education
Indiana University of Pennsylvania
Indiana, PA 15705
(412) 357-2227 (7949)

ADULT BASIC EDUCATION CERTIFICATION
American Association for Adult Continuing Education (AAACE)
AAACE Representative's Survey

Q-1 Have the AAACE Board members discussed the issue of state certification or credential requirement for a person to teach Adult Basic Education (ABE)? Adult Basic Education (ABE) is and includes General Education Development (GED), Secondary Adult Education (SAE), and English as a Second Language (ESL). (Circle number of answer.)

1 Yes
2 No

Q-2 Does the AAACE Board have a position on certification of Adult Education or Adult Basic Education (ABE)? (Circle number of answer.)

1 Yes
2 No

→ If yes, please forward a copy of the position paper (if you do not have a paper please describe the position below.)

Provide information for obtaining a document about the position in the space below. (Add pages if necessary.)

TITLE OF POSITION PAPER ____________________

CONTACT PERSON ____________________

MAILING ADDRESS ____________________

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____

TELEPHONE NUMBER ( ) ____________________

Q-3 Do you perceive that the AAACE Board members favor certification in Adult Education or Adult Basic Education? (Circle number of answer and indicate why.)

1 If yes, why do the AAACE Board members favor certification?

2 If no, why don't the AAACE Board members favor certification?

3 If undecided, why are the AAACE Board members undecided about certification?

If you circled Q-3, item 1, answer Q-4 through Q-8 and Q-12 through Q-14.
If you circled Q-3, item 2, answer Q-9 through Q-14.
If you circled Q-3, item 3, answer all questions, Q-4 through Q-14.

Q-4 Some possible agencies, organizations, or associations who could provide leadership to initiate certification in Adult Education or Adult Basic Education are listed below and space is provided for you to add your own. (Please select the three most appropriate groups who could provide leadership.)

1 State Department of Education
2 State Adult Education Professional Association
3 Higher Education Institution
4 American Association for Adult and Continuing Education (AAACE)
5 Commission on Adult Basic Education (COABE)
6 Commission of Professors of Adult Education
7 National Council for Accreditation of Teacher Education (NCATE)

(Rank the three most appropriate groups selected above and write the number of the items in the appropriate boxes.)

☐ Most Important

☐ Second Most Important

☐ Third Most Important

Q-5 What types of agencies, organizations, or associations should participate in the initial planning process leading to certification in Adult Education or Adult Basic Education? (Circle the numbers which best apply.)

1 Public Educational Agency
2 Private Educational Agency
3 Community or Junior College
4 University or College
5 Business or Industry
6 State Education Agency
7 Correctional Institution
8 Labor Union
9 Library
10 Literacy Program
11 Senior Citizen Agency
12 Religious Institution
13 Community Organization
14 Voluntary Organization
15 Foundation
16 State Board of Education
17 State Legislature
18 Other ____________________

(Rank the three most appropriate groups selected above and write the number of the groups in the appropriate boxes.)

☐ Most Important

☐ Second Most Important

☐ Third Most Important

Q-6 What type of process should be used to plan certification in Adult Education or Adult Basic Education? (Circle numbers that apply.)

1 Feasibility Study
2 Delphi Study
3 Task Force Representation
4 Survey Respondent
5 Competency Identification
6 Competency Validation
7 Sponsorship of Public Hearing
8 Testimony at Public Hearing
9 Other ____________________

Q-7 Who should participate in the final decision to require certification in Adult Education or Adult Basic Education? (Circle numbers that apply.)

1 State Legislature
2 State Board of Education
3 Local Superintendent
4 Local Director
5 Union Contract
6 State Department Adult Education Unit
7 State Adult Education Professional Association
8 Practitioners
9 Other ____________________

Q-8 Some possible reasons why your state decided to establish certification in Adult Education and Adult Basic Education are listed below and space is provided for you to add your own. (Please select the three most important reasons below which best apply to the situation in your state.)

1 Certified personnel will provide long term continuity and security to the professional field of Adult Basic Education.

2 Certification standards will acquaint employers with the competencies which are essential for teachers of Adult Basic Education.

3 Certification based on competencies is a useful tool for performance assessment.

4 One aspect of a profession's self-regulation is the public declaration of standards for its credentials.

5 Adult students would benefit from professional teacher certification.

6 Certification protects the consumer from incompetence.

7 Teachers need special skills to provide relevant educational opportunities for Adult Basic Education students.

8 Certification provides access for upward mobility.

9 Certification would provide incentives for Adult Basic Education teachers to continue professional training.

10 The quality of teaching in Adult Basic Education can be substantially improved through certification.

11 Certification will enhance the status of Adult Basic Education practitioners.

12 There is recognition among Adult Basic Education practitioners of the need for professional training in that field.

13 Certification will protect Adult Basic Education against interlopers.

14 Certification will help shape the field of Adult Basic Education.

15 Other ______________________________

(Rank the three most important reasons selected above and write the number of the items selected in the appropriate boxes.)

☐ Most Important

☐ Second Most Important

☐ Third Most Important

Skip to Q-12 and
Answer Q-12 through Q-14

If you perceive that AAACE Board members do not favor certification in Adult Basic Education, answer Q-9 through Q-14. If you perceive the AAACE Board to be undecided, answer all of the questions.

Q-9 Some possible reasons why your state does not have certification in Adult Education or Adult Basic Education are listed below and space is provided for you to add your own. (Please select the three most important reasons below which best apply to the situation in your state.)

1 Certification would remove non-academically prepared but effective teachers from the teaching market.

2 Certification requirements are rigid and stereotyped.

3 Certification would serve to promote the self-interest of incumbents.

4 Certification will not legitimize the field of Adult Basic Education.

5 There is no guarantee that a certified teacher is competent.

6 Certification competencies do not necessarily prove useful over time.

7 Certification does not provide a meaningful evaluation of teachers.

8 Certification would limit the number of qualified instructors in rural areas.

9 There is little relationship between professional preparation and teacher effectiveness.

10 Certification is an unreasonable demand for part-time teachers.

11 There is a lack of validated criteria for certification.

12 Performance should be decided by co-workers, not certification.

13 Competency based inservice training is offered as an alternative.

14 Degree programs perpetuate certificate holders rather than educate individuals.

15 Other____

(Rank the three most important reasons selected above and write the number of the items selected in the appropriate boxes.)

☐ Most Important

☐ Second Most Important

☐ Third Most Important

Q-10 Has AAACE (NAPCAE or AEA) conducted any studies, used other studies, or held any meetings to discern or verify the reasons for the lack of certification in Adult Education or Adult Basic Education? (Circle number of answer.)

1 Yes
2 No

→ If yes, please forward the publications or provide the information for obtaining them in the space below. (Add pages if necessary.)

TITLE OF PUBLICATION ______________________

CONTACT PERSON ______________________

MAILING ADDRESS ______________________

____

____

____

TELEPHONE NUMBER ( ) ______________________

Q-11 Is AAACE planning any studies or meetings to determine the feasibility of states requiring or delivering certification in Adult Education or Adult Basic Education? (Circle number of answer.)

1 Yes
2 No

→ If yes, what types of studies or meetings is your association planning? (Add pages if necessary.)

All Respondents answer Q-12 through Q-14.

Q-12 Is certification in Adult Education or Adult Basic Education currently an issue of importance within your association? (Circle number of answer.)

1 Yes
2 No

→ On a scale of one to ten, how important is it in comparison to other issues facing your association? (Circle number of answer.)

1	2	3	4	5	6	7	8	9	10
Not Important								Very Important	

Q-13 Can you recommend other resources relevant to the issues raised in this questionnaire that may be useful? (Circle number of answer.)

1 Yes
2 No

→ If yes, please forward the documents or provide information for obtaining them in the space below. (Add pages if necessary.)

TITLE OF PUBLICATION ____________________

CONTACT PERSON ____________________

MAILING ADDRESS ____________________

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TELEPHONE NUMBER ( ) ____________________

Q-14 If there are any issues or questions about certification in Adult Education or Adult Basic Education that you would like to raise, please use the space below to comment. (Add pages if necessary.)

Please return this questionnaire on or before June 6, 1983.

May 25, 1983

■

Dear ■:

Under a Section 310 grant for adult education, it is my responsibility to study the Feasibility of Requiring and Delivering Certification for ABE Teachers in Pennsylvania. In order to complete this study, I need some information from you regarding the status of Adult Basic Education (ABE) certification in your state. Among the survey participants are state directors of adult education, presidents of AAACE affiliate organizations, the AAACE national office Executive Director and presidents, and four past presidents of the ABE Commission. Our recommendations to the Pennsylvania Department of Education's Division of Adult and Continuing Education will be based in part on your responses.

Enclosed is a copy of the survey instrument. I know that your time is very valuable; therefore, I'm providing you with two options. You can respond by telephone or by mail. A postcard is enclosed for you to indicate your preference. If we do not hear from you by June 17, 1983, we will get in touch with you by telephone. Should you choose to respond by telephone, please review the questionnaire in advance so that we can exchange the necessary information as quickly as possible. It would be helpful if you have the questionnaire in front of you as we go through our discussion.

Thank you for your assistance. I look forward to hearing from you in the near future. Best personal and professional wishes.

Sincerely yours,

Judith L. Cope, Director
Adult Education Center

JLC/smh

Enclosures - 3

ADULT BASIC EDUCATION CERTIFICATION

Commission on Adult Basic Education (ABE)
Commission Representative's Survey

COMMISSION REPRESENTATIVE______________________________

MAILING ADDRESS______________________________

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____

TELEPHONE NUMBER__(____)________________________

SIGNED BY______________________________

DATE____________________

Please return this questionnaire on or before June 17, 1983 to:

Judith L. Cope, Director
Adult Education Center
School of Continuing Education
Indiana University of Pennsylvania
Indiana, PA 15705
(412) 357-2227 (7949)

ADULT BASIC EDUCATION CERTIFICATION
Commission on Adult Basic Education (ABE)
Commission Representative's Survey

Q-1 Have the Commission Board members discussed the issue of state certification or credential requirement for a person to teach Adult Basic Education (ABE)? Adult Basic Education (ABE) is and includes General Education Development (GED), Secondary Adult Education (SAE), and English as a Second Language (ESL). (Circle number of answer.)

1 Yes
2 No

Q-2 Does the Commission Board have a position on certification of Adult Education or Adult Basic Education (ABE)? (Circle number of answer.)

1 Yes
2 No

→ If yes, please forward a copy of the position paper if you do not have a paper please describe the position below. (Add pages if necessary.)

Provide information for obtaining documents about the position in the space below. (Add pages if necessary.)

TITLE OF POSITION PAPER______________________________

CONTACT PERSON______________________________

MAILING ADDRESS______________________________

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TELEPHONE NUMBER___(   )____________________________

Q-3 Do you perceive that the Commission Board members favor certification in Adult Education or Adult Basic Education? (Circle number of answer and indicate why.)

1 If yes, why do the Commission Board members favor certification?

2 If no, why don't the Commission Board members favor certification?

3 If undecided, why are the Commission Board members undecided about certification?

If you circled Q-3, item 1, answer Q-4 through Q-8 and Q-12 through Q-14.
If you circled Q-3, item 2, answer Q-9 through Q-14.
If you circled Q-3, item 3, answer all questions, Q-4 through Q-14.

Q-4 Some possible agencies, organizations, or associations who could provide leadership to initiate certification in Adult Education or Adult Basic Education are listed below and space is provided for you to add your own. (Please select the three most appropriate groups who could provide leadership.)

1 State Department of Education
2 State Adult Education Professional Association
3 Higher Education Institution
4 American Association for Adult and Continuing Education (AAACE)
5 Commission on Adult Basic Education (COABE)
6 Commission of Professors of Adult Education
7 National Council for Accreditation of Teacher Education (NCATE)
8 Other

(Rank the three most appropriate groups selected above and write the number of the items in the appropriate boxes.)

☐ Most Important

☐ Second Most Important

☐ Third Most Important

Q-5 What types of agencies, organizations, or associations should participate in the initial planning process leading to certification in Adult Education or Adult Basic Education? (Circle the numbers which best apply.)

1 Public Educational Agency
2 Private Educational Agency
3 Community or Junior College
4 University or College
5 Business or Industry
6 State Education Agency
7 Correctional Institution
8 Labor Union
9 Library
10 Literacy Program
11 Senior Citizen Agency
12 Religious Institution
13 Community Organization
14 Voluntary Organization
15 Foundation
16 State Board of Education
17 State Legislature
18 Other____________________

(Rank the three most appropriate groups selected above and write the number of the groups in the appropriate boxes.)

☐ Most Important

☐ Second Most Important

☐ Third Most Important

Q-6 What type of process should be used to plan certification in Adult Education or Adult Basic Education? (Circle numbers that apply.)

1 Feasibility Study
2 Delphi Study
3 Task Force Representation
4 Survey Respondent
5 Competency Identification
6 Competency Validation
7 Sponsorship of Public Hearing
8 Testimony at Public Hearing
9 Other____

Q-7 Who should participate in the final decision to require certification in Adult Education or Adult Basic Education? (Circle numbers that apply.)

1 State Legislature
2 State Board of Education
3 Local Superintendent
4 Local Director
5 Union Contract
6 State Department Adult Education Unit
7 State Adult Education Professional Association
8 Practitioners
9 Other____

Q-8 Some possible reasons why your state decided to establish certification in Adult Education and Adult Basic Education are listed below and space is provided for you to add your own. (Please select the three most important reasons below which best apply to the situation in your state.)

1 Certified personnel will provide long term continuity and security to the professional field of Adult Basic Education.

2 Certification standards will acquaint employers with the competencies which are essential for teachers of Adult Basic Education.

3 Certification based on competencies is a useful tool for performance assessment.

4 One aspect of a profession's self regulation is the public declaration of standards for its credentials.

5 Adult students would benefit from professional teacher certification.

6 Certification protects the consumer from incompetence.

7 Teachers need special skills to provide relevant educational opportunities for Adult Basic Education students.

8 Certification provides access for upward mobility.

9 Certification would provide incentives for Adult Basic Education teachers to continue professional training.

10 The quality of teaching in Adult Basic Education can be substantially improved through certification.

11 Certification will enhance the status of Adult Basic Education practitioners

12 There is recognition among Adult Basic Education practitioners of the need for professional training in that field.

13 Certification will protect Adult Basic Education against interlopers.

14 Certification will help shape the field of Adult Basic Education.

15 Other________________________________

(Rank the three most important reasons selected above and write the number of the items selected in the appropriate boxes.)

☐ Most Important

☐ Second Most Important

☐ Third Most Important

Skip to Q-12 and
Answer Q-12 through Q-14

If you perceive that AAACE Commission Board members do not favor certification in Adult Basic Education, answer Q-9 through Q-14. If you perceive the Commission Board to be undecided, answer all of the questions.

Q-9 Some possible reasons why your state does not have certification in Adult Education or Adult Basic Education are listed below and space is provided for you to add your own. (Please select the three most important reasons below which best apply to the situation in your state.)

1 Certification would remove non-academically prepared but effective teachers from the teaching market.

2 Certification requirements are rigid and stereotyped.

3 Certification would serve to promote the self-interest of incumbents.

4 Certification will not legitimize the field of Adult Basic Education.

5 There is no guarantee that a certified teacher is competent.

6 Certification competencies do not necessarily prove useful over time.

7 Certification does not provide a meaningful evaluation of teachers.

8 Certification would limit the number of qualified instructors in rural areas.

9 There is little relationship between professional preparation and teacher effectiveness.

10 Certification is an unreasonable demand for part-time teachers.

11 There is a lack of validated criteria for certification.

12 Performance should be decided by co-workers, not certification.

13 Competency based inservice training is offered as an alternative.

14 Degree programs perpetuate certificate holders rather than educate individuals.

15 Other____

(Rank the three most important reasons selected above and write the number of the items selected in the appropriate boxes.)

☐ Most Important

☐ Second Most Important

☐ Third Most Important

Q-10 Has the Commission on ABE conducted any studies, used other studies, or held any meetings to discern or verify the reasons for the lack of certification in Adult Education or Adult Basic Education? (Circle number of answer.)

1 Yes
2 No

→ If yes, please forward the publications or provide the information for obtaining them in the space below. (Add pages if necessary.)

TITLE OF PUBLICATION ____________________

CONTACT PERSON ____________________

MAILING ADDRESS ____________________

____

____

____

TELEPHONE NUMBER ( ) ____________________

Q-11 Is the Commission planning any studies or meetings to determine the feasibility of states requiring or delivering certification in Adult Education or Adult Basic Education? (Circle number of answer.)

1 Yes
2 No

→ If yes, what types of studies or meetings is your association planning? (Add pages if necessary.)

All Respondents answer Q-12 through Q-14.

Q-12 Is certification in Adult Education or Adult Basic Education currently an issue of importance within your association? (Circle number of answer.)

1 Yes
2 No

→ On a scale of one to ten, how important is it in comparison to other issues facing your association? (Circle number of answer.)

1	2	3	4	5	6	7	8	9	10
Not Important								Very Important	

Q-13 Can you recommend other resources relevant to the issues raised in this questionnaire that may be useful? (Circle number of answer.)

1 Yes
2 No

→ If yes, please forward the documents or provide information for obtaining them in the space below. (Add pages if necessary.)

TITLE OF PUBLICATION____________________

CONTACT PERSON____________________

MAILING ADDRESS____________________

____

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____

TELEPHONE NUMBER ( )____________________

Q-14 If there are any issues or questions about certification in Adult Education or Adult Basic Education that you would like to raise, please use the space below to comment. (Add pages if necessary.)

Please return this questionnaire on or before June 17, 1983.

June 15, 1983

Dear :

Indiana University of Pennsylvania is administering a Section 310 study entitled the Feasibility of Requiring and Delivering Certification for ABE Teachers in Pennsylvania. I am conducting this study as director of the Adult Education Center. In order to complete this study I need some information from you regarding your adult education program.

Among the survey participants are state directors of adult education, presidents of the AAACE affiliate organizations, the AAACE office Executive Director and presidents, and four presidents of the ABE Commission. Our recommendations to the Pennsylvania Department of Education Division of Adult and Continuing Education will be based in part on your response.

Enclosed is a copy of the survey instrument. I know that your time is very valuable; therefore, I'm sending you this survey in advance. I will call to make an appointment to discuss your reponses to the survey. Please review the questionnaire before the scheduled interview so that we may exchange the necessary information as quickly as possible.

Thank you for your assistance in advance so that we can exchange the necessary information as quickly as possible. Best personal and professional wishes.

Sincerely,

Judith L. Cope, Director
Adult Education Center

JLC/smh

Enclosure

ADULT BASIC EDUCATION CERTIFICATION

Professors of Adult Education in Pennsylvania Survey

PROFESSOR____

MAILING ADDRESS____

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____

____

TELEPHONE NUMBER ( ) ____________________________________

INTERVIEWER____

DATE__________________________

Please return this questionnaire on or before June 27, 1983 to:

Judith L. Cope, Director
Adult Education Center
School of Continuing Education
Indiana University of Pennsylvania
Indiana, PA 15705
(412) 357-2227 (7949)

ADULT BASIC EDUCATION CERTIFICATION
Professors of Adult Education in Pennsylvania Survey

Q-1 Have you and the decision makers at your institution ever discussed the issue of state certification or credential requirement for a person to teach Adult Basic Education (ABE)? Adult Basic Education (ABE) is and includes General Education Development (GED), (Secondary Adult Education (SAE), and English as a Second Language (ESL). (Circle number of answer.)

1 Yes
2 No

Q-2 Does your institution have a position on certification of Adult Education or Adult Basic Education (ABE)? (Circle number of answer.)

1 Yes
2 No

→ If yes, please forward a copy of the position paper if you do not have a paper please describe the position below. (Add pages if necessary.)

Provide information for obtaining documents about the position in the space below. (Add pages if necessary.)

TITLE OF POSITION PAPER______________________________

CONTACT PERSON__________________________________

MAILING ADDRESS__________________________________

____

____

TELEPHONE NUMBER____( )____________________________

Q-3 Do you favor certification in Adult Education or Adult Basic Education? (Circle number of answer and indicate why.)

1 If yes, why do you favor certification?

____

____

2 If no, why don't you favor certification?

____

____

3 If undecided, why are you undecided about certification?

____

____

If you circled Q-3, item 1, answer Q-4 through Q-8 and Q-12 through Q-21.
If you circled Q-3, item 2, answer Q-9 through Q-21.
If you circled Q-3, item 3, answer all questions, Q-4 through Q-21.

Q-4 Some possible agencies, organizations, or associations who could provide leadership to initiate certification in Adult Education or Adult Basic Education are listed below and space is provided for you to add your own. (Please select the three most appropriate groups who could provide leadership.)

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3 Higher Education Institution
4 American Association for Adult and Continuing Education (AAACE)
5 Commission on Adult Basic Education (COABE)
6 Commission of Professors of Adult Education
7 National Council for Accreditation of Teacher Education (NCATE)
8 Other ______________________________

(Rank the three most appropriate groups selected above and write the number of the items in the appropriate boxes.)

☐ Most Important

☐ Second Most Important

☐ Third Most Important

Q-5 What types of agencies, organizations, or associations should participate in the initial planning process leading to certification in Adult Education or Adult Basic Education? (Circle the numbers which best apply.)

1 Public Educational Agency
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3 Community or Junior College
4 University or College
5 Business or Industry
6 State Education Agency
7 Correctional Institution
8 Labor Union
9 Library
10 Literacy Program
11 Senior Citizen Agency
12 Religious Institution
13 Community Organization
14 Voluntary Organization
15 Foundation
16 State Board of Education
17 State Legislature
18 Other ________________________

(Rank the three most appropriate groups selected above and write the number of the groups in the appropriate boxes.)

☐ Most Important

☐ Second Most Important

☐ Third Most Important

Q-6 What type of process should be used to plan certification in Adult Education or Adult Basic Education? (Circle numbers that apply.)

1 Feasibility Study
2 Delphi Study
3 Task Force Representation
4 Survey Respondent
5 Competency Identification
6 Competency Validation
7 Sponsorship of Public Hearing
8 Testimony at Public Hearing
9 Other ________________________

Q-7 Who should participate in the final decision to require certification in Adult Education or Adult Basic Education? (Circle numbers that apply.)

1 State Legislature
2 State Board of Education
3 Local Superintendent
4 Local Director
5 Union Contract
6 State Department Adult Education Unit
7 State Adult Education Professional Association
8 Practitioners
9 Other ________________________

Q-8 Some possible reasons why Pennsylvania should establish certification in Adult Education and Adult Basic Education are listed below and space is provided for you to add your own. (Please select the three most important reasons below which best apply to the situation in Pennsylvania.)

1 Certified personnel will provide long term continuity and security to the professional field of Adult Basic Education.

2 Certification standards will acquaint employers with the competencies which are essential for teachers of Adult Basic Education.

3 Certification based on competencies is a useful tool for performance assessment.

4 One aspect of a profession's self-regulation is the public declaration of standards for its credentials.

5 Adult students would benefit from professional teacher certification.

6 Certification protects the consumer from incompetence.

7 Teachers need special skills to provide relevant educational opportunities for Adult Basic Education students.

8 Certification provides access for upward mobility.

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10 The quality of teaching in Adult Basic Education can be substantially improved through certification.

11 Certification will enhance the status of Adult Basic Education practitioners.

12 There is recognition among Adult Basic Education practitioners of the need for professional training in that field.

13 Certification will protect Adult Basic Education against interlopers.

14 Certification will help shape the field of Adult Basic Education.

15 Other____

(Rank the three most important reasons selected above and write the number of the items selected in the appropriate boxes.)

☐ Most Important

☐ Second Most Important

☐ Third Most Important

Skip to Q-12 and
Answer Q-12 through Q-21

If you perceive do not favor certification in Adult Education or Adult Basic Education, answer Q-9 through Q-21. If you are undecided, answer all of the questions.

Q-9 Some possible reasons why you do not favor certification in Adult Education or Adult Basic Education are listed below and space is provided for you to add your own. (Please select the three most important reasons below which best apply to the situation in Pennsylvania.)

1 Certification would remove non-academically prepared but effective teachers from the teaching market.

2 Certification requirements are rigid and stereotyped.

3 Certification would serve to promote the self-interest of incumbents.

4 Certification will not legitimize the field of Adult Basic Education.

5 There is no guarantee that a certified teacher is competent.

6 Certification competencies do not necessarily prove useful over time.

7 Certification does not provide a meaningful evaluation of teachers.

8 Certification would limit the number of qualified instructors in rural areas.

9 There is little relationship between professional preparation and teacher effectiveness.

10 Certification is an unreasonable demand for part-time teachers.

11 There is a lack of validated criteria for certification.

12 Performance should be decided by co-workers, not certification.

13 Competency based inservice training is offered as an alternative.

14 Degree programs perpetuate certificate holders rather than educate individuals.

15 Other____

(Rank the three most important reasons selected above and write the number of the items selected in the appropriate boxes.)

☐ Most Important

☐ Second Most Important

☐ Third Most Important

Q-10 Has your institution conducted any studies, used other studies, or hel any d meetings to discern or verify the reasons for the lack of certification in Adult Education or Adult Basic Education? (Circle number of answer.)

1 Yes
2 No

→ If yes, please forward the publications or provide the information for obtaining them in the space below. (Add pages if necessary.)

TITLE OF PUBLICATION ______________________________

CONTACT PERSON ______________________________

MAILING ADDRESS ______________________________

____

____

____

TELEPHONE NUMBER ( ) ______________________________

Q-11 Is your institution planning any studies or meetings to determine the feasibility of states requiring or delivering certification in Adult Education or Adult Basic Education? (Circle number of answer.)

1 Yes
2 No

→ If yes, what types of studies or meetings is your institution planning? (Add pages if necessary.)

Q-12 What are the requirements for your adult education program? (Please attach written documents.)

Comments:

Q-13 Is a course of study available for your program?

1 Yes
2 No

→ If yes, please attach the course of study.

Comments:

Q-14 Are these courses directly related to Adult Basic Education in your program? (List by title and add pages if necessary.)

1 Title____

2 Title____

3 Title____

Comments:

Q-15 Can course outlines be obtained for the Adult Basic Education course?

1 Yes
2 No

→ If yes, please attach course outlines.

Comments:

Q-16 What percentage of the students in your adult education program are involved with Adult Basic Education as practitioners?

Percentage ______%

Comments:

Q-17 How many students complete your adult education program each year?

Number ______

Comments:

Q-18 Please indicate the name of a student from your adult education program who is involved in Adult Basic Education who might be willing to participate in a follow-up interview.

NAME____

MAILING ADDRESS____________________________________

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____

____

TELEPHONE NUMBER ( ) ______________________________

All Respondents answer Q-12 through Q-21.

Q-19 Is certification in Adult Education or Adult Basic Education currently an issue of importance within your institution? (Circle number of answer.)

1 Yes
2 No

→ On a scale of one to ten, how important is it in comparison to other issues facing your institution? (Circle number of answer.)

1	2	3	4	5	6	7	8	9	10
Not Important								Very Important	

Q-20 Can you recommend other resources relevant to the issues raised in this questionnaire that may be useful? (Circle number of answer.)

1 Yes
2 No

→ If yes, please forward the documents or provide information for obtaining them in the space below. (Add pages if necessary.)

TITLE OF PUBLICATION______________________________

CONTACT PERSON______________________________

MAILING ADDRESS______________________________

TELEPHONE NUMBER ( )______________________________

Q-21 If there are any issues or questions regarding certification in Adult Education or Adult Basic Education that you would like to raise, please use the space below to comment. (Add pages if necessary.)

Please return this questionnaire on or before June 27, 1983.

ADULT BASIC EDUCATION CERTIFICATION

Certified Teacher/Graduate Student Survey

STATE ______________________________

INSTITUTION ______________________________

MAILING ADDRESS ______________________________

____

____

____

TELEPHONE NUMBER ( ) ______________________________

INTERVIEWER ______________________________

DATE ______________________________

Please return this questionnaire on or before June 27, 1983 to:

Judith L. Cope, Director
Adult Education Center
School of Continuing Education
Indiana University of Pennsylvania
Indiana, PA 15705
(412) 357-2227 (7949)

ADULT BASIC EDUCATION CERTIFICATION
Certified Teacher/Graduate Student Survey

Q-1 Indicate how you felt about your adult education program of study in regard to Adult Basic Education. (Circle the appropriate number.)

1 2 3 4 5

Very Relevant … Not Relevant

Comments:

Q-2 Indicate to what extend the Adult Basic Education related courses contributed toward your achievement of your professional goals. (Circle the appropriate number.)

1 2 3 4 5

Much Contribution … No Contribution

Comments:

Q-3 What courses did you find to be most valuable for Adult Basic Education. (List the title of the courses in rank order.)

1 Most Valuable ____________________

2 Second Most Valuable ____________________

3 Third Most Valuable ____________________

Comments:

Q-4 How was your Adult Basic Education course work distributed among the following categories? (List the percentage.)

Research ______ %
Theory ______ %
Practicum ______ %
Application ______ %

TOTAL 100 %

Q-5 How appropriate was this distribution?

1	2	3	4	5
Very Appropriate				Not Appropriate

Comments:

Q-6 Do you favor certification in Adult Education or Adult Basic Education? (Circle number of answer and indicate why.)

1 If yes, why do you favor certification?

____

____

2 If no, why don't you favor certification?

____

____

3 If undecided, why are you undecided about certification?

____

____

> If you circled Q-6, item 1, answer Q-7 through Q-11 and Q-15 through Q-17.
> If you circled Q-6, item 2, answer Q-12 through Q-17.
> If you circled Q-6, item 3, answer all questions, Q-7 through Q-17.

Q-7 Some possible agencies, organizations, or associations who could provide leadership to initiate certification in Adult Education or Adult Basic Education are listed below and space is provided for you to add your own. (Please select the three most appropriate groups who could provide leadership.)

1 State Department of Education
2 State Adult Education Professional Association
3 Higher Education Institution
4 American Association for Adult and Continuing Education (AAACE)
5 Commission on Adult Basic Education (COABE)
6 Commission of Professors of Adult Education
7 National Council for Accreditation of Teacher Education (NCATE)
8 Other______________________________

(Rank the three most appropriate groups selected above and write the number of the items in the appropriate boxes.)

☐ Most Important

☐ Second Most Important

☐ Third Most Important

Q-8 What types of agencies, organizations, or associations should participate in the initial planning process leading to certification in Adult Education or Adult Basic Education? (Circle the numbers which best apply.)

1 Public Educational Agency
2 Private Educational Agency
3 Community or Junior College
4 University or College
5 Business or Industry
6 State Education Agency
7 Correctional Institution
8 Labor Union
9 Library
10 Literacy Program
11 Senior Citizen Agency
12 Religious Institution
13 Community Organization
14 Voluntary Organization
15 Foundation
16 State Board of Education
17 State Legislature
18 Other____________________

(Rank the three most appropriate groups selected above and write the number of the groups in the appropriate boxes.)

☐ Most Important

☐ Second Most Important

☐ Third Most Important

Q-9 What type of process should be used to plan certification in Adult Education or Adult Basic Education? (Circle numbers that apply.)

1 Feasibility Study
2 Delphi Study
3 Task Force Representation
4 Survey Respondent
5 Competency Identification
6 Competency Validation
7 Sponsorship of Public Hearing
8 Testimony at Public Hearing
9 Other____

Q-10 Who should participate in the final decision to require certification in Adult Education or Adult Basic Education? (Circle numbers that apply.)

1 State Legislature
2 State Board of Education
3 Local Superintendent
4 Local Director
5 Union Contract
6 State Department Adult Education Unit
7 State Adult Education Professional Association
8 Practitioners
9 Other____

Q-11 Some possible reasons why your state should establish certification in Adult Education and Adult Basic Education are listed below and space is provided for you to add your own. (Please select the three most important reasons below which best apply to the situation in your state.)

1 Certified personnel will provide long term continuity and security to the professional field of Adult Basic Education.

2 Certification standards will acquaint employers with the competencies which are essential for teachers of Adult Basic Education.

3 Certification based on competencies is a useful tool for performance assessment.

4 One aspect of a profession's self-regulation is the public declaration of standards for its credentials.

5 Adult students would benefit from professional teacher certification.

6 Certification protects the consumer from incompetence.

7 Teachers need special skills to provide relevant educational opportunities for Adult Basic Education students.

8 Certification provides access for upward mobility.

9 Certification would provide incentives for Adult Basic Education teachers to continue professional training.

10 The quality of teaching in Adult Basic Education can be substantially improved through certification.

11 Certification will enhance the status of Adult Basic Education practitioners.

12 There is recognition among Adult Basic Education practitioners of the need for professional training in that field.

13 Certification will protect Adult Basic Education against interlopers.

14 Certification will help shape the field of Adult Basic Education.

15 Other ______________________________

(Rank the three most important reasons selected above and write the number of the items selected in the appropriate boxes.)

☐ Most Important

☐ Second Most Important

☐ Third Most Important

Skip to Q-15 and
Answer Q-15 through Q-17

If you do not favor certification in Adult Education or Adult Basic Education, answer Q-12 through Q-17. If you are undecided, answer all of the questions.

Q-12 Some possible reasons why your state should not have certification in Adult Education or Adult Basic Education are listed below and space is provided for you to add your own. (Please select the three most important reasons below which best apply to the situation in your state.)

1 Certification would remove non-academically prepared but effective teachers from the teaching market.

2 Certification requirements are rigid and stereotyped.

3 Certification would serve to promote the self-interest of incumbents.

4 Certification will not legitimize the field of Adult Basic Education.

5 There is no guarantee that a certified teacher is competent.

6 Certification competencies do not necessarily prove useful over time.

7 Certification does not provide a meaningful evaluation of teachers.

8 Certification would limit the number of qualified instructors in rural areas.

9 There is little relationship between professional preparation and teacher effectiveness.

10 Certification is an unreasonable demand for part-time teachers.

11 There is a lack of validated criteria for certification.

12 Performance should be decided by co-workers, not certification.

13 Competency based inservice training is offered as an alternative.

14 Degree programs perpetuate certificate holders rather than educate individuals.

15 Other____

(Rank the three most important reasons selected above and write the number of the items selected in the appropriate boxes.)

☐ Most Important

☐ Second Most Important

☐ Third Most Important

Q-13 Have you conducted any studies, used other studies, or know of any studies to verify the reasons for the lack of certification in Adult Education or Adult Basic Education? (Circle number of answer.)

1 Yes
2 No

→ If yes, please forward the publications or provide the information for obtaining them in the space below. (Add pages if necessary.)

TITLE OF PUBLICATION ____________________

CONTACT PERSON ____________________

MAILING ADDRESS ____________________

____

____

____

TELEPHONE NUMBER ( ) ____________________

Q-14 Are you planning any studies or meetings to determine the feasibility of states requiring or delivering certification in Adult Education or Adult Basic Education? (Circle number of answer.)

1 Yes
2 No

→ If yes, what types of studies or meetings is your association planning? (Add pages if necessary.)

All Respondents answer Q-15 through Q-17.

Q-15 Is certification in Adult Education or Adult Basic Education currently an issue of importance to you? (Circle number of answer.)

1 Yes
2 No

→ On a scale of one to ten, how important is it in comparison to other issues regarding your professional status in adult education. (Circle number of answer.)

1	2	3	4	5	6	7	8	9	10
Not Important									Very Important

Q-16 Can you recommend other resources relevant to the issues raised in this questionnaire that may be useful? (Circle number of answer.)

1 Yes
2 No

→ If yes, please forward the documents or provide information for obtaining them in the space below. (Add pages if necessary.)

TITLE OF PUBLICATION____________________

CONTACT PERSON____________________

MAILING ADDRESS____________________

TELEPHONE NUMBER ( )____________________

Q-17 If there are any issues or questions about certification in Adult Education or Adult Basic Education that you would like to raise, please use the space below to comment. (Add pages if necessary.)

Please return this questionnaire on or before June 27, 1983.

APPENDIX E

STATES THAT REQUIRE ABE CERTIFICATION

ARIZONA

Certification Official

Berkely Lunt
Arizona State Department of Education
1535 West Jefferson Street
Pheonix, AZ 85007
(602) 255-4367

Requirements

The Adult Education Certificate in Arizona is issued in the area(s) of Adult Basic Education, General Educational Development, Citizenship, and English as a Second Language for teaching in adult and out-of-school youth programs. Applications are accepted from individuals who are a) teachers at colleges belonging to an approved accrediting association, b) holders of regular state certificates, and c) individuals outstanding in the field--college graduates or experienced staff members (including paraprofessionals) with letters of recommendation and verification of prospective employment.

NOTE: Unlike most states that require certification, Arizona mandates an annual fee for certification and does not have special course requirements related to adult education.

Institutions Offering Required Course Work

Because the state of Arizona does not require adult education course work for ABE certification, no contact persons were indicated by the respondents.

ARKANSAS

Certification Official

Austin Hanner
Arkansas Department of Education
General Education Division
Certification Section
Little Rock, AR 72201
(501) 371-1474

Requirements

1. A Bachelor's degree from a fully accredited college or university.

2. General Education Requirements

   a. English (excluding Speech, Journalism and Humanities) . . . . 12 sem. hrs.
   (Effective September 1, 1980 will include a course in Oral Communication and exclude Journalism and Humanities)

   b. Biological Sciences, Physical Science, and Mathematics (one course in each) . . . 9 sem. hrs.

   c. Social Studies (including a course in U.S. History and a course in U.S. Government) . . . . 12 sem. hrs.

   d. Physical Education (including Health and Safety) . . . . 6 sem. hrs.

   e. Electives (in fields other than major) . . 9 sem. hrs.

3. Professional Requirements

   Completion of 18 graduate/or undergraduate semester hours in Adult Education from the content areas listed below. These hours must include courses from the following content areas: Foundations of Adult Education, Adult Learning Processes, Methods and Materials in Adult Education and Directed Teaching (undergraduate) - 6 semester hours/Internship - (graduate) - 3 semester hours in Adult Education.

---

*Effective immediately, but will be mandated September 1, 1984

**Persons assigned to teach Adult Basic Education must have 6 semester hours in Reading, and 6 semester hours in Math. Persons assigned to teach General Adult Education must have 9 semester hours in the subject taught.

ARKANSAS (Continued)

Requirements (Continued)

NOTE: FOR PERSONS WHO HOLD A VALID ARKANSAS TEACHER'S CERTIFICATE

Completion of 12 graduate and/or undergraduate semester hours in Adult Education distributed in at least three of the eight content areas listed below:

a. Foundations of Adult Education
b. Adult Learning Processes
c. Teaching Reading to Adults
d. Methods and Materials in Adult Education
e. Administration of Adult Education
f. Evaluation in Adult Education
g. Current Issues in Adult Education
h. Directed Teaching/Internship in Adult Education*

---

*Three years successful work experience in Adult Education, as verified by employing superintendent, may be accepted in lieu of 6 semester hours of Directed Teaching or 3 semester hours of Internship.

Institutions Offering Required Course Work

Alvin McRaver
Arkansas State University
Jonesboro, AR 72401
(501) 972-3064

Donnie Dutton
Adult Education Program
University of Arkansas
213 Graduate Education Building
Fayetteville, AR 72701
(501) 575-4407

Calvin Johnson
University of Arkansas
Little Rock, AR 72204
(501) 569-3000, Ext. 3124

DELAWARE

Certification Official

William W. Barkley
State Specialist
Certification and Personnel
Department of Public Instruction
Townsend Building
Dover, DE 19901
(302) 736-4686

Requirements

STATE DEPARTMENT OF PUBLIC INSTRUCTION
CERTIFICATION OF PROFESSIONAL PUBLIC SCHOOL PERSONNEL

ADULT EDUCATION

Requirements for the Standard Certificate

A. Teachers (Basic and General)

For teaching adult basic education including literacy eduation, preparation for naturalization, general adult education including academic and cultural education, civic and public affairs education:

1. Degree and/or experience requirements
   a. Bachelor's degree in adult, elementary, or secondary education from an accredited college.

   - OR -

   b. Bachelor's degree in liberal arts with a major in social studies or English from an accredited college.

   - OR -

   c. Associate degree from an accredited post-secondary college with two (2) years of documented experience in teaching of adults.

   - OR -

   d. Bachelor's degree in education or liberal arts with a minimum of one (1) year training or documented experience in special or closely allied fields to education.

   - OR -

Requirements (Continued)

e. Three (3) years experience in a special field or demonstrated expertise with additional training in techniques of working with adults.

- OR -

f. Through competency examinations as approved by the Delaware State Department of Public Instruction.

- AND -

2. Specialized adult education preparation

Satisfactory completion of either professional growth or college credits in three adult education courses under higher education sponsorship selected from the following:

Introduction to Adult Education
Strategies for Teaching Adults
Psychology of Adult Learners
Materials and Methods in Adult Education
Practicum in Adult Education
Attitudinal Aspects of Teaching Adults
Curriculum Planning in Adult Education
Adult Reading
Recruitment and Retention
Characteristics of Adult Learners
Other courses or professional growth credits as approved by the Department of Public Instruction

- OR -

Out-of-state transfer of three staff development courses approved through the Department of Public Instruction

- OR -

Completion of two (2) adult education summer institutes under higher education or state education agency sponsorship

- OR -

Completion of six (6) inservice credits in adult education under higher education or state education agency sponsorship

- OR -

Requirements (Continued)

Completion of two (2) inservice credits and one (1) year of documented satisfactory internship or employment as a teacher, counselor, or administrator in an approved adult program under higher education or the state education agency sponsorship.

B. Teacher of Adult Secondary Education

1. Requirements same as for Secondary Education in addition to specialized requirements listed in Section A. 2. (see Specific Requirements for Area Teaching).

C. Teacher Aides

1. Qualification same as for other teacher aides excepting that a State board of Education document of General Educational Development may satisfy a secondary educational requirement (see Specific Requirements).

2. Specialized preparation required: Completion of two (2) inservice training courses or staff development activities for paraprofessional under state or post-secondary institution sponsorship.

D. Principal or Vice-Principal

1. Requirements same as for general elementary-secondary school principal or vice-principal or occupational school principal or vice-principal, excepting that a principal of adult secondary schools must meet the requirements for Secondary Principal Certificate.

- AND -

2. Specialized preparation required: Minimum of one (1) course from the following section:

Adult Curriculum Development
Program Planning
Evaluation
Adult Guidance

- OR -

Completion of one (1) year of documented satisfactory internship or employment as an administrator in an approved adult program sponsored under a higher education institution, state education agencies or major subdivision thereof.

DELAWARE (Continued)

Requirements (Continued)

Certificates Issued for this Position

Standard	See above
Limited/Standard	Upon request of a Delaware Public School for a teacher employed for this position who meets the standards as set forth under Types of Certificates - Limited/Standard
Provisional	Upon request of a Delaware Public School for a teacher employed for this position who meets the standards as set forth under Types of Certificates - Provisional
Emergency	None

Institutions that Offer Course Work:

Dr. Leroy Allen
Professor of Adult Education
College of Education
Willard Hall Building
University of Delaware
Newark, DE 19711
(302) 738-2775

Dr. George Kent
Chairperson
School of Education
Delaware State College
Dover, DE 19901
(302) 736-4941

GEORGIA

Certification Official

Mr. Sidney Neville
Georgia State Department of Education
1472 Twin Towers East
Atlanta, GA 30334
(404) 656-2604

Requirements

ENDORSEMENTS

The following are endorsements which may be added or brought forward to teacher's certificates as indicated. None of these may appear on a teacher's certificate as the only area of certification and may not appear on a provisional certificate except the B-5 for which T-4 eligibility has been established.

> Adult Education may be added with five quarter hours of college credit (graduate or undergraduate as is appropriate) or the equivalent in a local staff development plan specifically approved by the State Board of Education for certification renewal, which provides coverage in methods and materials for teaching adults, adult psychology and learning, and individualized instruction.
>
> This endorsement may be added to a T-4, T-5 or to a TS-6 certificate.
>
> Effective January 1, 1978, all Adult Education teachers (full- and part-time) must hold a valid teaching cetificate endorsed for Adult Education.

FIFTH-YEAR CERTIFICATES
GENERAL REQUIREMENTS
Teacher's Professional Five-Year (T-5) Certificates

The Teacher's Professional Five-Year (T-5) Certificate is the standard professional teaching credential based on the master's degree. It is valid for five years.

An applicant who attends or plans to attend an out-of-state graduate school should submit his or her master's degree program to Teacher Certificcation Services for approval prior to beginning the program. Special forms are available for this purpose.

The master's degree and acceptable graduate credit for certification must be earned at a regionally accredited graduate school with an approved program in the area of specialization.

GEORGIA (Continued)

Requirements (Continued)

Acceptable graduate credit not applicable to a graduate degree must carry resident credit with grades of "B" or better.

A general requirement for all T-5 certificates is the completion of acceptable graduate credit as follows.

Ten quarter hours in professional education courses applicable to the following areas.

a. Courses dealing with the nature of the learner and the psychology of learning.

b. Courses dealing with the program of the school and the problems of the school.

Teaching field and prerequisite requirements for the various fifth-year certificates are as follows.

Adult Education

1. Eligibility for a T-4 certificate.

2. Thirty quarter hours as follows.

   Fifteen quarter hours in course work related to the methods/materials of teaching adults, psychology of learning, curriculum development for adult programs, foundations of adult education or problems of adult education; 15 quarter hours in subject area content courses based upon the assessed need of the student and five quarter hours in educational research.

Institutions Offering Required Course Work

Dr. Brad Courtney
University of Georgia
College of Education
Athens, GA 30602
(404) 541-5462

LOUISIANA

Certification Official

Mr. Robert Crew, Director
Higher Education and Teacher Certification
Louisiana Department of Eduation
P.O. Box 44064
Baton Rouge, LA 70804
(504) 342-3510

Requirements

Full-time Adult Education Teacher*

A person who holds a valid standard Louisiana teaching certificate may become certified as an adult education instructor by completion of a minimum of 12 semester hours as follows:

A. Introduction to or Foundations of Adult Education . 3 semester hours

B. Practicum in Adult Education . . . . 3 semester hours

C. A minimum of 6 semester hours from the areas of:

1. Materials, Methods and/or Curriculum Development in Adult Education
2. Reading Instruction in Adult Education
3. Adult Learning and Development
4. Utilization of Community Resources
5. Administration and Supervision of Adult Educaton
6. Guidance and Counseling in Adult Education
7. Competency Based Adult Education
8. Independent Study, Special Problems or Issues in Adult Education

Administrator and/or Supervisor

A person who holds certification as an adult education instructor and certification as a City or Parish Supervisor of Instruction may become certified as an Administrator and/or Supervisor of Adult Education.

Should funds become available, part-time certified adult education personnel would be entitled to a larger hourly salary than non-certified part-time employees to be established by the State Board of Elementary and Secondary Education.

*Full-time - a minimum of 30 hours per week in an adult education program, whether on a contractual or hourly basis.

Certification Procedures

To become certified in adult education, one must first meet the requirements above. The next step is to submit your original certificate, an official copy of your transcript and a letter of request to the local superintendent or directly to the certification office of the Louisiana State Department of Education.

Institutions Offering Required Course Work

Dr. Buddy Lyle
Director of Research
Louisiana Tech University
Ruston, LA 71272
(318) 257-4683

Dr. James M. Brown
McNeese State University
4100 Ryan Street
Lake Charles, LA 70609
(318) 477-2520

Dr. Virginia Crossno
Northwestern State University
College Avenue
Natchitoches, LA 71457
(318) 357-6361

Dr. Edward L. Ellois
Southern University
Baton Rouge, LA 70813
(504) 771-2011

Dr. Wilma Longstreet
University of New Orleans
Lakefront
New Orleans, LA 70148
(504) 296-6000

Dr. Rolard Broussard
University of Southwestern Louisiana
P.O. Box 43091
Lafayette, LA 70504

MISSISSIPPI

Certification Official

James Hancock, Supervisor
Teacher Certification
State Department of Education
P.O. Box 771
Jackson, MS 39205
(601) 359-3483

Requirements

CERTIFICATE	AUTHORIZATION	TENURE	MINIMUM REQUIREMENTS
Class A	To teach adult education (60)	5 years	1. Hold a standard Class A certificate 2. 6 semester hours credit in adult education to include: Basic Principles of Adult Education Methodology
Class A Emergency Certificate	To teach adult education (60)	1 year	1. Hold a standard Class A certificate 2. Written request of the employing superintendent with board approval

A Class A standard certificate in adult education may be renewed without additional hours when a valid standard certificate in another area is held. The renewal of the Class A standard certificate in adult education shall not extend beyond the validity date of the standard certificate in the other area.

Institutions Offering Required Course Work

Dr. Lisso Simmons
Dean, School of Education
Delta State University
Cleveland, MS 38732
(601) 843-2478

Dr. Beatrice Mosley
Dean, School of Education
Jackson State University
Jackson, MS 39205
(601) 968-2433

Institutions Offering Required Course Work (Continued)

Dr. Steve Hering
Chairman, Department of Education
Millsaps College
Box 15505 Station A
Jackson, MS 39210
(601) 354-5201

Dr. Arnold Moore
Dean, College of Education
Mississippi State University
Mississippi State, MS 39762
(601) 325-3717

Dr. S. A. Moorehead
Dean, School of Education
University of Mississippi
University, MS 38677
(601) 232-7063

Dr. Bobby D. Anderson
Dean, College of Education and Psychology
University of Southern Mississippi
Hatiesburg, MS 39401
(601) 266-4568

Dr. Beth Burchell
Chairperson, Department of Education
William Carey College
Hatiesburg, MS 39401
(601) 582-5051

MISSOURI

Certification Official

Elvin Long
Box 480
Jefferson City, MO 65102
(314) 751-3504

Requirements

I. Requirements for a life teacher's certificate in Adult Basic Education:

A. Baccalaureate degree from a four-year college university, regionally accredited for purposes of teacher education, and meet the requirements for a regular Missouri life teacher's certificate.

B. A course for 2 or more semester hours in Psychology and Education of the Exceptional Child.

C. A minimum of 21 hours in the area of adult education to include the following courses:

		Sem. Hrs.
1.	Foundation (Social, philosophical, psychological, of adult education)	3 - 4
2.	Administration (Organization, administration, or supervision of adult education)	3 - 4
3.	Methodology (Methods, techniques and/or skills for teaching adults)	2 - 4
4.	Methods of Teaching Elementary Reading	2 - 4
5.	Methods of Teaching Elementary Mathematics	2 - 4
6.	Curriculum in Adult Education (Theory and/or development of adult education curriculum)	2 - 4
7.	Electives in Adult Education, to provide a solid background in the teaching of adults, such as: Foundations of Adult Education; Teaching Reading to Adults; Teaching Communication Skills to Adults; Seminars, Workshops, Internships, problems and Practicums in Adult Education; The Teaching-Learning Process in Adult Education; Current Issues or Topics in Adult Education; Federal Relations in Adult Education. (A maximum of 3 hours credit for an Audio-Visual or Media Course may be used to meet this requirements.)	7 - 0
	TOTAL	21 hours

MISSOURI (Continued)

Requirements (Continued)

II. Five-year teacher's certificate in Adult Basic Education:

A. Baccalaureate degree from a four-year college or university, regionally accredited for purposes of teacher education, and meet the requirements for a regular Missouri life teacher's certificate.

B. A minimum of 8 semester hours of approved college credit in Adult Education. This certificate is renewable upon earning an additional 8 semester hours of approved college credit in Adult Education. Credit must be applicable to requirements for life certification.

C. The teacher must be recommended by the local superintendent or Director of Adult Education to the Missouri Director of Teacher Certification as an Adult Basic Education teacher in their district.

III. One-year teacher's certificate in Adult Basic Education:

A. Baccalaureate degree from a four-year college or university, regionally accredited for purposes of teacher education.

B. The teacher must attend an Adult Basic Education teacher training workshop approved by the Missouri State Director of Adult Education, earning a minimum of 1 semester hours of approved college credit in Adult Education. (This credit must be applicable to life certification.)

C. The teacher must be recommended by the local superintendent or Director of Adult Education to the Missouri Director of Teacher Certification as an Adult Basic Education teacher who will be employed in their local Adult Basic Education program funded by the Missouri State Department of Elementary and Secondary Education.

Institutions Offering Required Course Work

Gordon Bachus
Education 300
Central Missouri State University
Warrensburg, MO 64093
(816) 429-4112

MISSOURI (Continued)

Institutions Offering Required Course Work (Continued)

Dr. Robert King
Adult Learning Center
Lincoln University
Jefferson City, MO 65101
(314) 751-2325

Dr. Daniel Ball
Northeast Missouri State University
Kirksville, PA 63501
(816) 665-5121

Dr. John McAllister
Southeast Missouri State University
Cape Gerardeau, MO 63701
(314) 651-2000

Jim Layton
Southwest Missouri State University
Springfield, MO 65801
(417) 836-5000

Dr. Ralph Dobbs
University of Missouri
Columbia, MO 54201
(314) 882-7651

Dr. George Spear
School of Education
University of Missouri
Kansas City, MO 64110
(816) 276-2231

Dr. John Henschke
University of Missouri
St. Louis, MO 63121
(314) 5553-5944

STATES WITH VARYING FORMS OF REQUIREMENTS

ALABAMA

Certification Official

Martha Hester
Administrative Building
Montgomery, AL 36130
(205) 832-3133

Requirements

Optional certification to teach ABE in Alabama is available by completing college course work. Each higher education institution intending to provide certification is required to submit a proposal of the program to the state department of education ABE certification official. Upon approval, institutions then grant certificates to those completing the program. The certification is granted by the authorized higher education institution rather than by a state official per se. The state offers tuition grants for credit courses and provides pay increments for those holding ABE certifiation.

Institutions Offering Required Course Work

Dr. Larry Martin
Alabama A & M University
Normal, AL 35762
(205) 859-7351

Doris Sanders
Alabama State University
Montgomery, AL 36108
(205) 293-4260

Dr. Brent Halverson
203 Petrie Hall
Auburn University
Auburn, AL 36830
(205) 826-4271

Dr. Ray Handy
Tuskegee Institute
Tuskegee Institute, AL 36088
(205) 727-8561

Robert Leigh
University of Alabama
University, AL 35486
(205) 348-5665

CALIFORNIA

Certification Official

John F. Brown
Executive Secretary
Commission for Teacher Credentialing
1020 O Street
Sacramento, CA 95814
(916) 445-0233

Requirements

80036 Specific Requirements for and Authorization of the Designated Subjects Preliminary and Clear Adult Education Teaching Credential*

(a) The minimum requirements for the preliminary adult education teaching credential shall include all of the following:

(1) Verification of five years of experience and/or education related to each subject to be named on the credential. The experience and/or education shall meet the criteria specified in Section 80036.2.

(2) Verification of a high school diploma or the equivalent;

(3) Verification of knowledge of the Constitution of the United States, as specified in Education Code Section 44335, by one of the means desdribed in Section 80415;

(4) Verification of passage of the California Basic Educational Skills Test, as specified in Education Code Section 44252. Applicants for an adult education teaching credential authorizing the teaching of adults in an apprenticeship program, approved by the Apprenticeship Standards Division of the Department of Industrial Relations, or in a non-academic subject are exempt from this requirement;

(5) Verification by the Employing School District (ESD) or a Commission-approved Local Education Agency (LEA) that the applicant is aware of the requirements for the clear credential, including the program of personalized preparation;

(6) Submission of a completed application form: a recommendation signed by a Commission-approved LEA or the ESD on a form approved by the Commission; the fee as specified in Section 80487; verification as specified for requirements (a) (1) through (a) (5); and personal identification on duplicate fingerprint cards.

*Persons who hold an elementary, secondary, or vocational education credential are eligible to teach ABE without further requirements.

CALIFORNIA (Continued)

Requirements (Continued)

(b) The minimum requirements for the clear adult education teaching credential shall include all of the following:

(1) A valid preliminary adult education teaching credential;

(2) Verification by the ESD of two years, or the equivalent, of successful full-time teaching as authorized by the preliminary adult education teaching credential;

(3) Verification by a Commission-approved LEA of completion of nine semester units, or 135 clock hours, in a Commission-approved program(s) of personalized preparation:

(4) Verification of completion of the health unit requirement specified in Education Code Section 44261, by one of the means specified in Section 80421;

(5) Submission of a completed application form; a recommendation signed by the Commission-approved LEA and/or the ESD on a form approved by the Commission; the fee as specified in Section 80487; and verification as specified for requirements (b) (2), (b) (3) and (b) (4).

(c) Authorization. The preliminary or clear adult education teaching credential authorizes the holder to teach the subjects named on the credential as specified in Section 80036.3(a) in courses organized primarily for adults.

(d) Period of Validity. The period of validity of the preliminary and clear adult education teaching credentials shall be as follows:

(1) A preliminary adult education teaching credential issued on the basis of the applicant's completion of all requirements excepting (a) (3) shall be valid for one year. The one-year preliminary adult education teaching credential shall be extended to the full five-year preliminary period upon verification of completion of requirement (a) (3) and submission of a completed application form and the fee, as specified in Section 80487;

(2) A preliminary adult eduation teaching credential issued on the basis of the applicant's completion of all requirements specified in subsection (a) shall be valid for five years;

(3) A clear adult education teaching credential issued on the basis of the applicant's completion of all requirements specified in subsection (b) shall be valid for five years and is renewable.

Requirements (Continued)

NOTE: Authority cited: Section 44225, Education Code.
Reference: Sections 44252, 44260.2, 44260.3, 44261 and 44335, Education Code.

80036.1 Specific Requirements for and Authorization of the Designated Subjects Preliminary and Clear Part-time Adult Education Teaching Credential.

(a) The minimum requirements for the preliminary part-time adult education teaching credential shall include all of the following:

(1) Verification of five years of experience and/or education related to each subject to be named on the credential. The experience and/or education shall meet the criteria specified in Section 80036.2;

(2) Verification of a high school diploma or the equivalent;

(3) Verification of passage of the California Basic Educational Skills Test, as specified in Education Code Section 44252. Applicants for an adult education teaching credential authorizing the teaching of adults in an apprenticeship program or in a non-academic subject are exempt from this requirement;

(4) Verification by the Employing School District (ESD) or a Commission-approved Local Education Agency (LEA) that the applicant is aware of the requirements for the clear credential, including the program of personalized preparation;

(5) Submission of a completed application form; a recommendation signed by a Commission-approved LEA or the ESD on a form approved by the Commission; the fee as specified in Section 80487; verification as specified for requirements (a) (1) through (a) (4); and personal identification on duplicate fingerprint cards.

(b) The minimum requirements for the clear part-time adult education teaching credential shall include all of the following:

(1) A valid preliminary part-time adult education teaching credential;

(2) Verification by th ESD of two years, or the equivalent, of successful part-time teaching as authorized by the preliminary part-time adult education teaching credential;

CALIFORNIA (Continued)

Requirements (Continued)

(3) Verification by a Commission-approved LEA of completion of four semester units, or 60 clock hours, in a Commission-approved program(s) of personalized preparation;

(4) Submission of a completed application form; a recommendation signed by a Commission-approved LEA and/or the ESD on a form approved by the Commission; the fee as specified in Section 80487; and verification as specified for requirements (b) (2) and (b) (3).

(c) Authorization. The preliminary or clear part-time adult education teaching credential authorizes the holder to teach not more than half-time in the subject named on the credential as specified in Section 80036.3(b) in courses organized primarily for adults.

(d) Period of Validity. The period of validity of the preliminary and clear part-time adult education teaching credentials shall be as follows:

(1) A preliminary part-time adult education teaching credential issued on the basis of the applicant s completion of all requirements specified in subsection (a) shall be valid for five years;

(2) A clear part-time adult education teaching credential issued on the basis of the applicant s completion of all requirements specified in subsection (b) shall be valid for five years and is renewable.

NOTE: Authority cited: Section 44225, Education Code.
Sections 44252, 44260.2, 44260.3 and 44260.5, Education Code.

80036.2 Qualifying Experience and/or Education for the Designated Subjects Adult Education Teaching Credential.

(a) Qualifying experience, or experience and education, or education, for an adult education credential authorizing the teaching of a non-academic subject shall meet one of the criteria described in Table 1 below:

Requirements (Continued)

Education and/or Training	Years of Subject-Related Experience Required
High School Diploma or equivalent	+ 5 years
One year of subject-related education appropriate or related to teeaching field	+ 4 years
Two years of subject-related education appropriate or related to teaching field	+ 3 years
Three years of subject-related education appropriate or related to teaching field	+ 2 years
Baccalaureate degree with subject matter in the field to be taught verified by at least one of the following	+ 0 years
Completion of 20 semester units or 10 upper division semester units in the subject to be taught.	

(b) Qualifying education for an adult education credential authorizing the teaching of an academic subject shall include a baccalaureate or higher degree comleted at a regionally accredited college or university and completion of 20 semester units or 10 upper division semester units in the subject to be taught.

NOTE: Authority cited; Section 44225, Education Code.
Reference: Sections 44252 and 44260.2, Education Code.

80036.3 Course Classification System for Designated Subjects Adult Education Teaching Credentials.

(a) As of August 1, 1983, LEAs and/or ESDs shall recommend applicants for full-time adult education teaching credentials for one of the following 15 adult education course categories: Arts and Crafts; Basic Education; Business Education; Communications; English and Humanities; Foreign Language; Health and Safety; Health Occupations; Home Economics; Mathematics; Parent Education; Public Administration; Science; Social Science; or Vocational Training.

(b) As of August 1, 1983, LEAs and/or ESDs shall recommend applicants for part-time adult education teaching credentials for a subject contained within one of the 15 adult education course categories:

(1) Arts and Crafts: crafts-general, fiber crafts, painting and drawing, sculpture, ceramics, music, dramatic arts, design, jewelry and lapidary, cinematography, photography, graphic arts, other (specify);

CALIFORNIA (Continued)

Requirements (Continued)

(2) Basic Education: basic education (grades one through eight). arithmetic. high school diploma/G.E.D.. reading. English as a second language. citizenship eduation. other (specify):

(3) Business Education: business-general. bookkeeping and accounting, financial management. data processing. computer programming, computer science. typing. shorthand. clerical skills-general. secretarial skills-general. data processing. other (specify):

(4) Communications: communiations-general. journalism. interpretation for the deaf. radio and television. advertising. braille transcription. other (specify):

(5) English and Humanities: English, speech and debate. law-general. creative writing, philosophy. library science. religious studies. other (specify):

(6) Foreign Language: specify the language and whether the authorization is for all language and literature skills (academic) or conversation only (nonacademic);

(7) Gerontology: Personal growth and development, community involvement. survival skills. health, safety, and self-maintenance skills:

(8) Handicapped: Selfcare. receptive or expressive language. mobility. self-direction. independent living skills. and economic-self sufficiency:

(9) Health and Safety: physical education-general. water safety. first aid, driver education and training, fire prevention and control. industrial safety. adaptive physical education, safety education. health education. other (specify):

(10) Health Occupations: health professions/occupations-general, hospital and health care administration, nurse's aide. gerontological aide. home health aide. hospital ward clerk. dental professional/occupational-general, medical laboratory technician. medical record librarian. other (specify);

(11) Home Economics: home economics-general. home decoratin and equipment. clothing and textiles. clothing design. clothing merchandising, upholstery, consumer economics and home management. food preparation. consumer homemaking education, other (specify):

CALIFORNIA (Continued)

Requirements (Continued)

(12) Mathematics: technical mathematics, metrics (conversions from English to metric measurements), business mathematics, mathematics-general (high school), algebra-basic, geometry, trigonometry, algebra-advanced, solid geometry, other (specify):

(13) Parent Education: parent education (including foster child care), parent cooperative perschool, family day care operation, child development, family management, othe (specify):

(14) Public Adminsitration: public administration-general, volunteer program management, public health management, park and recreation management, other (specify):

(15) Science: natural (life) science-general, biology, botany-general, ecology, physical science-general, physics, chemistry, atmospheric science, geology, other (specify);

(16) Social Sciences: social science-general, women's studies, anthropology, economics, history, geography, political science, psychology, sociology, other (specify):

(17) Vocational Training: agriculture/horticulture-general, electronic and electromechanical technology-combined or generalized, printing and lithography-general, commercial services-general, barber training, cosmetology, dry cleaning, metals and metalworking, mechanical technology-general, civil construction management, drafting and design, chemical technology, woodworking, diesel and automotive technology, aeronautics and aviation, construction crafts, marine technology, other (specify).

NOTE: Authority cited: Sction 44225, Education Code.
Reference: Section 44260.5, Education Code.

DISTRICT OF COLUMBIA

Certification Official

Dr. Solomon Kendrick
Director
Department of Certification and Accreditation
Room 1004
415 12th Street, N.W.
Washington, D.C. 20004
(202) 724-4230

Requirements

The requirements are mandatory, but waivers are extended in some instances.

ADULT EDUCATION
(Adult Basic Education Candidate)

Probationary-Standard Requirements

___Bachelor's Degree from an accredited institution
___Psychology of the Adult Learner
___Foundations of Adult Education
___Methods and Materials of Adult Education
___Corrective and Prescriptive Techniques of Teaching
___Teaching of Reading to Adults
___Methods of Teaching Mathematics or Remedial Mathematics
___Speech and Language Development for Teachers
___Development of Oral Communiations Skills
___Academic Background
  ___Twelve (12) semester credits in English
  ___Twelve (12) semester credits in Mathematics
  ___Six (6) semster credits in U.S. History
  ___Six (6) semester credits in Science (Biological & Physical)
  ___Three (3) semester credits in Geography
  ___Three (3) semester credits in U.S. Government
  ___Two (2) semester credits in Art
  ___Two (2) semester credits in Music
___Observation and Student teaching on the Adult or secondary level; OR
  ___One (1) year of satisfactory teaching experience at the Adult level

DISTRICT OF COLUMBIA (Continued)

Requirements (Continued)

Probationary-Provisional Requirements

___Bachelor's Degree from an accredited institution
___Teaching Reading to Adults
___Methods of Teaching Mathematics or Remedial Mathematics
___Six (6) semester credits in English
___Three (3) semester credits in U.S. History
___Three (3) semester credits in Science
___Two (2) semester credits in Art
___Two (2) semester credits in Music
___Observation and Student teaching on the Adult or secondary level; OR
  ___One (1) year of satisfactory teaching experience at the Adult level

Eligibility____________________ Needs:

Examiner____________________ ____________________

Date____________________ ____________________

____

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____

Institutions Offering Required Course Work

Joanne Lea, Ed.D.
Professor of Adult Education
Department of Adult Education
Room 105
2565 Georgia Avenue, N.W.
University of the District of Columbia
Washington, D.C. 20001
(202) 673-7142

MINNESOTA

Certification Official

George Droubie, Director
Personnel Licensing and Placement
Capitol Square Building
State of Minnesota
St. Paul, MN 55101
(612) 296-2046

Requirements

5 MCAR S 3.087 Adult basic/continuing education.

A. For the purpose of this rule, adult basic/continuing education shall consist of programs, other than vocational, to provide educational opportunities for adults who have educational needs below the twelfth grade completion level.

B. Nothing in this rule shall prohibit a local school board from hiring teachers who hold valid Minnesota classroom teaching licenses and who are not licensed as teachers of adult basic/continuing education to serve as teachers of adult basic/continuing education under the direction of the superintendent of schools. Except, in the case of high school diploma programs for adults, staffing criteria established by the State Board of Education, as set forth in Edu 46 B. or successor rule, shall be applied.

C. All candidates recommended for licensure as teachers of adult basic/continuing education shall:

1. Hold a baccalaureate degree, and

2. Hold a valid Minnesota teaching license, and

3. Satisfactorily complete a program approved by the Minnesota Board of Teaching leading to the licensure of teachers of adult basic/continuing education, consisting of a minimum of 15 quarter hours or the equivalent. Such program shall include, but is not limited to, the following areas:

   a. The application of current research, learning theory, and practice consistent with current definitions of functional literacy.

   b. Classroom methods, materials, and practices necessary to assist adults in achieving personal goals, acquiring skills needed to function in society, continuing education to high school completion level, securing traiing to become more employable, acquiring health information, and acquiring independence.

Requirements (Continued)

c. Curriculum development in the basic skills necessary to function in society:

(1) Academic: reading, writing, computing.

(2) Coping: problem solving, decision making, self responsibility.

(3) Adapting: intra-personal, inter-personal, group membership, group leadership.

D. An institution applying to the Board of Teaching for approval of its preparation program leading to the licensure of teachers of adult basic/continuing education shall meet the provisions of 5 MCAR S 3.141.

E. Persons holding a valid Minnesota teaching license and who have at least two years of part-time or full-time, or 500 hours, of paid employment as a tacher of adult basic/continuing education prior to July 1, 1983, verified by an employing official, upon application shall be issued a license to teach adult basic/continuing education.

F. Continuing licensure. The continuing license shall be issued and renewed according to rules of the Board of Teaching pertaining to continuing education/relicensure.

G. This rule is effective July 1, 1983, for all applicants for licensure as teachers of adult basic/continuing education.

Institutions Offering Required Course Work

No institutions have approved programs that lead to licensure in adult basic education at this time.

NEW YORK CITY

Certification Official

Michael Howly
Supervisory Assistant Examiner
Board of Examiners
65 Court Street
Brooklyn, NY 11201
(212) 596-6098

Requirements

All of the requirements are regulated by the Chancellor's Office.

Category: PEDAGOGICAL PERSONNEL

Subject: COORDINATOR IN ADULT PROGRAMS

1. Requirements for the License

Preparation: Possession of a permanent certificate as School Administrator and Supervisor issued by the New York State Education Department.

Experience: Two years of satisfactory, paid, full-time supervisory experience in adult education.

Category: PEDAGOGICAL PERSONNEL

Subject: ASSISTANT COORDINATOR IN ADULT PROGRAMS

1. Requirements for the License

Preparation: Possession of a permanent certificate as School Administrator and Supervisor issued by the New York State Education Department.

Time Extension: Applicants for examinations announced after September 1, 1979 and who then hold a provisional certificate as School Administrator and Supervisor issued by the New York State Education Department on the date for completion of requirements established in Regulation C-238 shall be required to present such permanent certificate within five years of the date of appointment hereunder. Upon failure of an applicant to do so, the license shall terminate.

Experience: Three years of satisfactory, paid, full-time teaching experience in adult education.

Requirements (Continued)

Substitution: In lieu of each of the three years of such teaching experience there may be substituted 1200 hours of satisfactory, paid teaching experience in adult education provided that such 1200 hours may extend over a period not to exceed two years; or, that such 2400 hours may extend over a period not to exceed four years; or, that such 3600 hours may extend over a period not to exceed six years.

Category: PEDAGOGICAL PERSONNEL

Subject: TEACHER OF BASIC LITERACY TO ADULTS

1. Requirements for the License

ALTERNATIVE A

Preparation: The completion of a five-year program of collegiate preparation at a regionally accredited higher institution or at a higher institution approved by the New York State Education Department, including or supplemented by:

(1) A baccalaureate degree and a master's degree functionally related to the field of teaching service; and

(2) 24 semester hours in the professional study of education, including 6 semester hours of study in the methods and techniques of teaching reading skills and also including 6 semester hours of study in adult education; and

(3) A college-supervised student teaching experience.

Substitution: In lieu of the requirement of a college-supervised student teaching experience, the applicant may offer one year (or 1200 hours over a period not to exceed two years) of appropriate and satisfactory teaching in adult education.

Time Extension: Applicants shall be permitted to complete, within five years following the date for meeting academic and professional qualifications prescribed in Regulation C-238.1, the requirement of a master's degree functionally related to the field of teaching service. Upon failure of an applicant to complete this requirement within such period, the license shall terminate.

ALTERNATIVE B

Preparation: Same as Alternative A.

Substitution: Same as Alternative B.

Requirements (Continued)

Time Extension: An applicant who, by the date for meeting eligibility requirements prescribed in Regulation C-238.7, offers a baccalaureate degree and 12 semester hours in the professional study of education shall be permitted to complete at least 2 semester hours of study in the teaching of reading within one year of such date and the remainder of the 6 semester hours of study in the teaching of reading required under Preparation (2) within two years of such date. Such applicant shall be permitted to complete the full requirements, including the 6 semester hours in adult education within five years from the date for meeting eligibility prescribed in Regulation C-238.7. Upon failure of an applicant to complete these requirements within such period, the license shall terminate.

Category: PEDAGOGICAL PERSONNEL

Subject: TEACHER OF BASIC ENGLISH AS A SECOND LANGUAGE TO ADULTS

1. Requirements for the License

ALTERNATIVE A

Preparation: The completion of a five-year program of collegiate preparation at a regionally accredited higher institution or one approved by the New York State Education Department including or supplemented by:

(1) A baccalaureate degree and a master's degree functionally related to the field of teaching English as a second language; and

(2) 12 semester hours in the professional study of education including at least 6 semester hours in adult education, 2 semester hours in methods of teaching English as a second language; and

(3) 36 semester hours in approved courses distributed as follows:

    (a) 30 semester hours in either English or a modern foreign language; and

    (b) 6 semester hours in the structure of modern English or introductory linguistics or methods of comparative analysis, or phonetics or phonemics, or comparative analysis of English and any foreign language, or in any combination thereof; and

(4) A college-supervised student teaching experience.

Requirements (Continued)

Substitution: In lieu of the requirement of a college-supervised student teaching experience, the applicant may offer one year (or 1200 hours over a period not to exceed two years) of appropriate and satisfactory teaching of English as a second language to adults.

Time Extension: Applicants shall be permitted to complete, within five years following the date for meeting academic and professional qualifications prescribed in Regulation C-238.1, the requirement of the master's degree functionally related to the field of teaching English as a second language. Upon failure of an applicant to complete this requirement within such period, the license shall terminate.

ALTERNATIVE B

Preparation: Same as in Alternative A.

Substitution: Same as in Alternative A.

Time Extension: An applicant who, by the date for meeting eligibility requirments prescribed in Regulation C-238.7, offers a baccalaureate degree, 12 semester hours in the professional study of education including 6 semester hours in adult education, 2 semester hours in methods of teaching English as a second language and the 36 semester hours in approved courses set forth above, shall be permitted to complete within five years from such date, the full requirements set forth above. Upon failure of an applicant to complete all requirements within such period, the license shall terminate.

Category: PEDAGOGICAL PERSONNEL

Subject: TEACHER LIAISON FOR ADULTS BILINGUAL TEACHER LIAISON FOR ADULTS

1. Requirements for the License

ALTERNATIVE A

Preparation: Applicants shall possess:

(1) A baccalaureate degree from a regionally accredited higher institution or one approved by the New York State Education Department; and

(2) A master's degree functionally related to the field of adult education.

Requirements (Continued)

Time Extension: Applicants shall be permitted to complete, within five years following the date for meeting academic and professional qualifications prescribed in Regulation C-238.1, the requirement of the master's degree functionally related to the field of adult education set forth above. Upon failure of an applicant to complete this requirement within such period, the license shall terminate.

Experience: One year of satisfactory, full-time, paid experience in recruitment, interviewing, canvassing employers for job openings, employment counseling or related fields or in any combination thereof.

Language Requirement for Bilingual License: Applicants must have a demonstrable ability to speak, read and write with a satisfactory degree of competency in both English and the language specialty of the examination.

ALTERNATIVE B

Preparation: Same as Alternative A.

Time Extension: Applicants shall be permitted to complete, within five years following the date for meeting academic and professional qualifications prescribed in Regulation C-238.7, the requirement of the master's degree functionally related to the field of adult education set forth above. Upon failure of an applicant to complete this requirement within such period, the license shall terminate.

Experience: Same as Alternative A.

Language Requirement for Bilingual License: Same as Alternative A.

Institutions Offering Required Course Work:

At this time, a program is being planned with the City College of New York.

Dr. Oliver Patterson
Department of Secondary and Curriculum Education
138th Street and Convent Avenue
New York, NY 10031
(212) 690-4163

RHODE ISLAND

Certification Official

Not Applicable

Requirements

In Rhode Island, adult basic education teachers are expected to complete a college level course in ABE. However, there is no certification per se associated with this requirement. Instead, ABE teacher candidates must submit proof, such as an official college transcript, of having completed the course. Temporary exceptions to this requirement are granted in some situations.

Institutions Providing Required Course Work

Dr. John Boulmetis
Institute for Human Sciences and Services
University of Rhode Island
Kingston, RI 02881
(401) 792-4159

Dr. Walter A. Crocker
Dean of Continuing Education and Community Service
Rhode Island College
Providence, RI 02908
(401) 465-8210

APPENDIX F

SUGGESTED RESOURCES RELATED TO ABE CERTIFICATION

Publications

Ackoff, Russell L., Creating the Corporate Future. New York: John Riley and Sons, 1981.

A book which reflects the authors own concept of corporate planning rather than a reflection of what others have written on the subject.

Adult Education Teacher--Accreditation, Certification, Licensing*, 1978

Curriculum Publications Clearinghouse
Western Illinois University
Macomb, IL 61455

A description of current approaches toward teacher and administrator certification, accreditation and licensing for adult and continuing education programs in the United States.

*Prepared by William S. Griffith and Edward E. Marcus. Can be purchased from above address for $1.00.

Adult Performance Level (APL) Study

James Parker, Specialist
Adult Education Program
U.S. Department of Education
Room 5624, ROB-3
7th and D Streets, S.W.
Washington, D.C. 20202
(202) 245-0636

Elaine Shelton, President
Shelton Associates
2606 Top Cove
Austin, TX 79704
(512) 444-3488

A U.S. Office of Education funded project conducted at the University of Texas at Austin that redefined the concept of functional literacy. The concept includes five general knowledge areas--occupational knowledge, consumer economics, government and law, health, and community resources--and five skill areas--reading, writing, computation, interpersonal relationships, and listening and speaking.

Bausell, R. Barker & Moody, William B., "Are Teacher Preparatory Institutions Necessary?" Phi Delta Kappan, 1973, 54, 298.

A editorial that concludes that "Teacher preparation as provided by colleges of education does not result in increased student achievement."

Boyatzis, Richard E. *The Competent Manager. A Model for Effective Performance*. New York: John Wiley & Sons. Inc., 1982.

A study to determine which characteristics of managers are related to effective performance in different management jobs and organizations and to determine the interrelationships among these characteristics. Characteristics were clustered and analyzed as goal and action management, leadership, human resource management, directing subordinates, and focus on others. Book provided research and theory for those interested in management development.

Indiana Association for Public and Continuing Adult Education (IAPCAE), *Recommendations from IAPCAE Task Force on Certification*.

Vicki Hobbs
IAPCAE
Blue River Vocational and Technical Center
789 South Joseph Street
Shelbyville, IN 46176
(317) 392-4191

Recommendations to the Indiana Division of Teacher Education and Certification based on a survey of adult educators in the state. Results and other recommendations include divided interest in certification, a desire to upgrade inservice training, and serious consideration of the matter in conjunction with adult educators.

Kreitlow, Burton W. & Associates. *Examining Controversies in Adult Education*. San Francisco: Jossey-Bass Publishers, 1981.

A collection of pairs of articles discussing opposing viewpoints on various adult education issues. Included are the issues of certification and continuing professional education.

Marcotte, Suellen Armitage, *A Survey of Certification Requirements for Adult Education Teachers in the United States*.

Suellen Marcotte
Department of Education
P.O. Box 44064
Baton Rouge, LA 70804

A 1975 Survey of certification practices and plans for future practices and of degree offerings in adult education.

Michigan Department of Education, Adult and Continuing Education Services. Administrative Guide for Basic Education at the Adult Level, 1977.

Ken Walsh
Michigan Department of Education
Adult Extended Learning Services
Basic and Continuing Education
Box 30008
Lansing, MI 48909
(517) 373-1692

Provides administrators with general information for establishing a program and guidelines for administering a program and completing forms.

Minnesota Association of Continuing Adult Education (MACAE). Proposal for Licensure of Teachers of Adults in Academic Classes at or Below the Secondary Level.

Rosemarie Park
175 Peik Hall
159 Pillsbury Drive, S.E.
University of Minnesota
Minneapolis, MN 55455
(612) 376-4837

Recommended two sets of qualifications for adult teachers: a) two years of experience ("grandfathering"), and b) course completion. Also outlined the need for licensure and a proposal for obtaining licensure.

Mocker, Donald W. A Report on the Identification, Classification, and Ranking of Competencies Appropriate for Adult Basic Education Teachers. University of Missouri-Kansas City, School of Education, Center for Resource Development in Adult Education, 1974.

A U.S. Office of Education funded project conducted at the University of Missouri-Kansas City that outlined knowledge, behaviors, and attitudes of adult basic education teachers in the categories of scope and goal of adult education, curriculum, ABE learner, and instructional process.

Tracey, Gwyneth, An ABE Teacher Evaluation Observation Instrument, 1980.

Gwyneth Tracy
Spokane Community College
N 1810 Green Street
Spokane, WA 99207

An evaluation instrument for use by supervisors in evaluating ABE teachers.

Washington State Community Colleges. Platform for Excellence, Olympia: Author. 1983.

State of Washington
State Board for Community College Education
319 Seventh Avenue
Olympia, WA 98504
(206) 753-2000

A report of the State Board for Community College Education, Learning Assistance Support System. Objective was a) to provide faculty members and administrators with assistance concerning basic skills and developmental education, and b) to review projected needs in adult basic skills for the 1980's. Areas of study were organization and management, assessment, impact of immigrant and refugee students in mainstream education, and public policy.

Human Resources

George Denemark
Interim Director
National Council for Accreditation of Teacher Education (NCATE)
1919 Pennsylvania Avenue. N.W.
Suite 202
Washington, D.C. 20006
(202) 466-7496

David Harmon
Hebrew University
Jerusalem, Israel

Dr. Sig Johnson
Chairperson of Endorsement
Colorado Association of Continuing and Adult Education (CACAE)
27956 Cragmont Drive
Evergreen, CO 80439
(303) 674-5412

Dr. Calvin Johnson
University of Arkansas
Little Rock, AR 72204
(501) 569-3124

Dr. Clark Jones
Supervisor
ABE/GED
Department of Education
State of Alaska
Pouch F
State Office Building
Juneau, AL 99811
(907) 465-4685

Bob McMakin
East Texas Adult Education Co-op Program
Rusk ISD
204 East Third Street
Rusk, TX 75785
(214) 683-5623

Val Meyer
Adult Education Service Center
Southern Illinois University
Edwardville, IL 62026
(618) 692-2254

Jim Morgan
Region IX Education Service Center
301 Loop 11
Wichita Falls, TX 76305
(817) 322-6928

Dr. Robert Palmer
University of South Florida
Tampa, FL 33620
(813) 974-2011

Dr. George Y. Travis
ABE Staff Development
The Ohio State University
160 Ramseyer Hall
Columbus, OH 43210
(614) 422-5037

Dr. Robert Williams
Assistant Superintendent
Contra Costa County Schools
75 Santa Barbara Road
Pleasant Hill, CA 94523
(415) 944-3372

APPENDIX G

PENNSYLVANIA ADULT EDUCATION DEGREE PROGRAMS BY INSTITUTIONS

CHEYNEY UNIVERSITY OF PENNSYLVANIA

Adult and Continuing Education (ACE), M.S.

The program prepares practitioners to deliver educational resources and services to adults in various settings.

Common Core

(ACE requires Elements of Research: Advanced Educational Psychology and Philosophy of Education may be taken in lieu of other listed Core courses.)

Concentration

*Introduction and Current Trends in ACE
*Seminar in ACE
*Planning and Developing ACE Programs
Methods and Materials in ACE
Organization and Administration of ACE
Supervision of Adult Programs
Community ACE Programs
*Practicum-Field Experience
Physical and Mental Health of the Aged
ACE Experiential Credit

Support Cognate Work

Research

For further information, contact:

Dr. Velma M. Mitchell
Professor of Adult Education
Cheyney University of Pennsylvania
Cheyney, Pennsylvania 19319
(215) 399-2387

INDIANA UNIVERSITY OF PENNSYLVANIA
COLLEGE OF EDUCATION

Masters of Arts in Adult and Community Education

This program is designed to prepare qualified professionals for the growing field of adult and community education. It aims to provide education and experience which will enable students to become practitioners in a school or community setting.

A minimum of 36 hours is required for the degree. Core courses are AC 620 through 645 as well as GR 615. The program includes 24 credits which can be individualized, allowing students to pursue areas of special interest in their field and accommodating persons from a wide variety of backgrounds. The masters thesis is encouraged but it is optional. AC 645 Advanced Seminar may be taken in its place.

Requirements for admission are: candidates must have a Bachelor's degree from an accredited college or university and must fulfill Graduate School and Department requirements.

Course Descriptions	Credits
AC 620 Introduction to Adult and Community Education	3 cr.
AC 621 The Adult Learner	3 cr.
AC 622 Program & Process Development	3 cr.
AC 623 Organization and Administration in Adult & Community Education	3 cr.

AC 620 Introduction to Adult and Community Education — 3 cr.

A survey course which examines the fields of Adult and Community Education philosophically and historically and in terms of current programs and processes. Ths course includes the study of Adult and Community Education principles and components as well as literature and resources.

AC 621 The Adult Learner — 3 cr.

This course focuses on the adult as a learner--his physiological, psycholocial, sociological and intellectual characteristics and how they affect learning.

AC 622 Program & Process Development — 3 cr.

A knowledge and skill-building course designed for present and future Adult and Community Education practitioners. This how-to-course will examine concepts and practices relevant to program development.

AC 623 Organization and Administration in Adult & Community Education — 3 cr.

This course introduces the student to basic theories of educational administration and management and organizational structure. It includes a study of and application of the tasks, tools, strategies and leadership role of the adult and community education administrator. Prerequisites: AC 620, AC 622.

Course Descriptions Credits

AC 625 Teaching and Learning in Adult and Community Education 3 cr.

This course examines: learning theories as they relate to adults: the teaching-learning process in a variety of educational learning settings; instructional methods, techniques and devices which are effective with adults; and instructional designs and evaluative methods effective in the teaching-learning process. Prerequisite: AC 621.

AC 635 Seminar in Adult and Community Education 3 cr.

This course has a research emphasis. It involves an intensive study of special topics in Adult and Community Education. Research content varies according to student interest. Prerequisites: 12 credits in Adult and Community Education.

AC 640 Internship in Adult and Community Education 6 cr.

This is an individually designed field project where students work with a site project advisor and a university advisor. The 6 credit Internship is a single project designed in two phases, each earning 3 credits. Prerequisites: Advisor Approval.

GR 615 Elements of Research 3 cr.

Selection of a research problem, data collection, types of research, research reports, and use of the library and computer in connection with research problems are studied. Elements of statistics are introduced. This course provides background for preparation of the thesis and enables the student to become an intelligent consumer of products of academic research.

GR 650 Thesis or AC 645 Advanced Seminar 3 cr.

AC 645 is an alternative for Thesis. It is designed to have students conduct and report a formal research study in their field of interest. Students are to formulate a research problem and design a plan of inquiry that will provide an answer(s) to their stated research problem.

30 cr.

Electives 6 cr.

These are chosen from the student's area of interst--in consultation with the advisor.

Total 36 cr.

For further information, contact:

Dr. Margaret Mahler
Professor of Adult and Community Education
School of Education
Indiana University of Pennsylvania
Indiana, PA 15705
(412) 357-2470

THE PENNSYLVANIA STATE UNIVERSITY

Adult Education (ADTED)

Degrees Conferred: D.Ed., M.Ed.

Senior Members of the Graduate Faculty

Eunice N. Askov, Ph.D. (Wisconsin) Professor of Education
Gordon C. Godbey, Ed.D. (Harvard) Professor of Education
Carl A. Lindsay, Ph.D. (Penn State) Associate Professor of Education
Sebastian Martorana, Ph.D. (Chicago) Professor of Education
William Toombs, Ph.D. (Michigan) Professor of Education
Susan F. Weis, Ph.D. (Penn State) Associate Professor of Home Economics Education

Associate Members of the Graduate Faculty

Hugh W. Fraser, Ed.D. (Rochester) Associate Professor of Educational Administration
Armando Villarroel, Ph.D. (Michigan State) Adjunct Assistant Professor of Education

The programs in Adult Education are interdisciplinary, and students are advised to seek learning beyond the minor, in supporting fields within the University. The program prepares students for both policy development and the immediate aspects of carrying forward the work of the field of adult education.

Flexibility in graduate programs permits specialization in such aspects of adult education as adult learning, counseling the adult learner, program planning and development, administration, teaching adults at the ABE/GED levels, continuing education in higher education, and industrial training and staff development for a variety of types of organizations. Internships and practica for inexperienced students can be arranged at local, state, and national levels. An emphasis on distance education is available for those students who anticipate developmental work in the international field.

Scheduling is arranged, so far as possible, to accommodate the employed student, although full-time study is recommended. Entering students are expected to have a concept of their major interest and possible thesis subject, which may be developed during course work.

Admission Requirements

Scores from the Graduate Record Examination (GRE). or from a comparable substitute examination accepted by a graduate program and authorized by the dean of the Graduate School, are required for admission. At the discretion of a graduate program, a student may be admitted provisionally for graduate study in the program without these scores. (For conditions of provisional admission, see the APPLICATION AND ADMISSION section of the Graduate Bulletin.) Requirements listed below are in addition to general Graduate School requirements stated in the GENERAL INFORMATION section of the Graduate Bulletin.

The best-qualified applicants will be accepted up to the number of spaces that are available for new students. Applicants with a total Verbal and Quantitative score above 1100 on the GRE, a junior-senior average of 3.00, and a graduate average of 3.50 are usually admitted to the D.Ed. program. Applicants with a junior-senior average of 2.70, a graduate average of 3.20, and a GRE total score of 1000 but with special backgrounds, abilities, and interests also my be admitted to the doctoral program with only the baccalaureate degree, but they will earn the master's degree en route. A sample of serious student writing is required for each degree.

Master's Degree Requirements

M.Ed. students are required to write a master's paper in lieu of a thesis, in addition to the required 33 credits of course work. A minimum of 18 credits in course work must be taken at the 500 level, with at least 15 credits being in Adult Education courses.

Doctoral Degree Requirements

D.Ed. students who do not have previous experience in adult education are expected to acquire the equivalent of one year of experience prior to receiving their D.Ed. degree. During the comprehensive examination, in addition to being examined in their area of specialization, all D.Ed. students will be examined in the common adult education areas: history and philosophy; curriculum, advising, and instruction; organization and administration; adult education clientele; and research methodology.

Student Aids

Graduate assistantships available to students in this program and other forms of student aid are described in the STUDENT AIDS section of the Graduate Bulletin.

Adult Education (ADTED)

460 INTRODUCTION TO ADULT EDUCATION (3)
496 INDEPENDENT STUDIES (1-18)
497 SPECIAL TOPICS (1-9)

505 THE TEACHING OF ADULTS (3) Examination of direct and indirect teaching; contracts, application of current technology, andragogy, motivation, evaluation; knowledge of research.
Prerequisite: Adt.Ed. 460.

506 PROGRAM PLANNING IN ADULT EDUCATION (3) Intensive study of theoretical foundations, policies, evaluation models, methods, and materials in program planning in adult education.
Prerequisites: Adt.Ed. 460, 505.

507 RESEARCH AND EVALUATION IN ADULT EDUCATION (3) Guided discussion and reading in selected research and evaluation methods and trends as applied in adult education settings. Prerequisites: Adt.Ed. 460; introductory statistics course; introductory research design course.

510 HISTORICAL AND SOCIAL ISSUES IN ADULT EDUCATION (3) Social and historical foundations of adult education in the United States and selected nations. Prerequisite: Adt.Ed. 460.

560 (RCLEd. 560) TEACHING READING TO COLLEGE STUDENTS AND ADULTS (3) Reading literacy for adults, including college reading, Adult BAsic Education (ABE), and General Educational Development (GED) programs.
Prerequisite: RCLEd. 440 or teaching experience.

570 INTERNATIONAL ADULT EDUCATION (3) Survey of adult education theory and practice outside North America, including international agency involvment.
Prerequisite: Adt.Ed. 460.

575 (Ed.Adm. 575) ADMINISTRATION OF ADULT EDUCATION (3) Organization of a program of adult education; legal status, finances, selection of teachers, learning personnel, housing; other administrative problems.
Prerequisite: Ed.Adm. 480 or teaching or administrative or supervisory experience.

588 PROFESSIONAL SEMINAR: RESEARCH AND ADULT EDUCATION (3) Review of research in adult education, current and past, with analysis of its directions, effects, methodology, quality, financing, and prospects.
Prerequisites: Adt.Ed. 460, 507.

595 INTERNSHIP IN ADULT EDUCATION (3-9) Supervised student internship in adult education agency. Prerequisite: Adt.Ed. 460.

596 INDIVIDUAL STUDIES (1-9)

597 SPECIAL TOPICS (1-9)

For further information, contact:

Dr. Gordon C. Godbey
Professor of Adult Education
School of Education
301 Rackley Building
The Pennsylvania State University
University Park, PA 16801
(814) 865-1487

TEMPLE UNIVERSITY

Vocational Education

Direct Inquiries to: Dr. Amos C. Rivell, Chairperson

Graduate Faculty

Adult/Continuing Eduation:

John Fiorino, Professor/Program Coordinator, Ed.D., University of Buffalo
Robert E. Snyder, Professor, Ph.D., Florida State University

Business Education:

Edward B. Brower, Professor and Program Coordinator, Ed.D., Temple University
Oleen M. Henson, Professor, Ed.D., Temple University
Adele F. Schrag, Professor, Ph.D., New York University

Distributive Education:

Marvin Hirshfeld, Professor and Program Coordinator, Ed.D., New York at Buffalo
Jerome I. Leventhal, Professor, Ed.D., State University of New York at Buffalo
William F. Sasseman, Associate Professor, Ed.D., Temple University

Industrial Arts Education:

Thomas G. Gregor, Associate Professor, Ph.D., University of Missouri
Raymond S. Lolla, Associate Professor and Program Coordinator. Ph.D., Purdue University

Vocational Education:

Calvin J. Cotrell, Professor, Ph.D., Ohio State University
Amos C. Rivell, Professor and Chairperson, Ed.D., Florida State University

Vocational Industrial Education:

Richard A. Adamsky, Professor, Ed.D., Rutgers University
Theodore J. Cote, Professor and Program Coordinator, Ph.D., University of . Connecticut
Clark L. Damon, Assistant Professor, Ed.D., University of Minnesota
Jon H. Hunt, Associate Professor, Ph.D., Florida State University

General Statement

The Department of Vocational Education offers graduate work in adult/continuing education, industrial arts education, comprehensive vocational education, and in the specialized occupational education areas of business, distributive, and vocational industrial education. These programs provide significant experiences in preparation for teaching and leadership roles in career education.

The Adult/Continuing Education program offers courses leading to graduate degrees for persons whose key responsibility is the development, refinement and implementation of both policy and programs of adult and continuing education in such settings as universities, community colleges, religious organizations, voluntary civic and social organizations, labor unions, industry, business, governmental agencies and public school adult community education programs.

The Industrial Arts program offers graduate work leading to the Master of Education, the Certificate of Advanced Graduate Study, and Doctor of Education degrees. The offerings are designed to develop competencies for teaching, supervisory and administrative positions in public and private institutions.

The Vocational Education program offers graduate work leading to the Master of Education, Specialist in Education, and Doctor of Education degrees, to meet the needs of those concerned with comprehensive programs as instructors, supervisors, or administrators. Through an interdisciplinary approach, emphasis is placed on learning experiences from the several fields and functional areas of vocational education. For those with specialized needs within the field of vocational education, graduate work is offered in business education, distributive education and vocational industrial education. These offerings assist persons preparing for teaching and leadership roles in secondary and post-secondary public and private institutions, as well as for positions in colleges, universities and state and national educational agencies.

Application Deadlines

Applications for all programs should be received by March 1 for the fall semester or October 1 for the spring semester.

Financial Aid

In addition to the financial aid which is awarded through the Graduate School, all programs in the Department offer a number of teaching associateships as well as teaching and research assistantships.

DEGREE PROGRAMS

Master of Education

Admission Requirements:
Bachelor's degree and scores from either the Graduate Record Examination Aptitude Tests or the Miller Analogies Test.

Specific admission requirements for the various programs are as follows:

Adult/Continuing Education - Bachelor's degree and appropriate experience.

Industrial Arts - Bachelor's degree.

Business Education - applicants must have a broad, general knowledge of accounting, business law, economics, and statistics.

Distributive Education - Bachelor's degree that includes courses in marketing, merchandising, management and economics, or their equivalents.

Vocational Education - applicants should have experience in teaching, supervising or administering in one of the areas of vocational education.

Vocational Industrial Education - applicants should have experience in teaching, supervising, or administering in a public or private school vocational industrial education program or similar experience in industry.

Degree Requirements:
Students must complete 30 graduate credits. Individualized programs are developed to meet each student's needs. Work experience in an appropriate technical area is required in Business, Distributive and Industrial Education. Adult/Continuing Education programs of study will be developed by the students and their major advisors. Students must also pass a written comprehensive examination or complete their options specified by the Department, the College of Education, or the Graduate School.

Specialist in Education (Ed.S.)

Admission Requirements:
Master's degree in the appropriate area of study and scores for Graduate Record Examination Aptitude Tests or the Miller Analogies Test. Three letters of recommendation are required.

Specific requirements for the various programs are as follows:

Business Education - applicants must have a broad, general knowledge of accounting, business law, economics, and statistics.

Distributive Education - applicants must have completed similar course requirements in the bachelor's degree as specified for admission to the master's degree program.

Degree Requirements:
Students must complete a minimum of 30 credits beyond the master's degree, pass a written comprehensive examination, and fulfill a residency requirement.

Doctor of Education

Admission Requirement:
Graduate degree in an appropriate area and submit scores for the Graduate Record Examination Aptitude Tests or the Miller Analogies Test. They must have had teaching, counseling, research and/or supervisory-administrative experience in the field of vocational and adult/continuing education in educational institutions, or similar experience in business or industry. Business and Distributive Education applicants must possess the same course work as stipulated for admission to the master's degree program in those fields. Three letters of recommendation are required.

Degree Requirements:
Students in Industrial Arts and Vocational Industrial Education must complete a minimum of 68 graduate credits. Students in Business Education must complete 14 specified courses and nine additional courses. Distributive Education students must complete 25 courses with 18 specified by the Department; work experience is necessary. Students in Comprehensive Vocational Education will select, in consultation with their adviser and on the basis of career goals, a program of study with a minimum of 68 graduate credits.

All students must pass a written comprehensive examination in the major field and, after submitting an acceptable dissertation, pass an oral final examination. A residency period is required.

COURSE DESCRIPTIONS-VOCATIONAL EDUCATION

Adult Education

473 FOUNDATIONS OF ADULT EDUCATION (3 s.h.)
An analysis of the field of adult education including its history, philosophy, psychology, role and scope.

479 INDIVIDUAL TRAINING PROJECTS IN ADULT/CONTINUING EDUCATION (1-9 s.h.)

Individual training projects are established to promote selected competencies needed by teachers, counselors and administrators of the varied sponsors of adult/continuing education. Competency development includes the areas of administration, supervision, evaluation, and instruction for adult educators.

550 PROGRAM DEVELOPMENT AND IMPLEMENTATION IN ADULT/CONTINUING EDUCATION (3 s.h.)

An analysis of the development of program objectives, staff selection and training procedures, identification and utilization of resources, promotional techniques, supervisory responsibilities, and the evaluation of adult/continuing education programs.

580 CURRENT TRENDS AND DEVELOPMENT IN ADULT/CONTINUING EDUCATION (3 s.h.)

A critical analysis of the literature in the field to identify and document the development of continuing education programs and their application to the resolution of current social and personal educational problems.

680 DIRECTED INDEPENDENT STUDY (3-6 s.h.)

Directed independent study for graduate students with a specific area of interest that is not already the focus of an established course; available either within the program of adult/continuing education or in cooperation with other faculty.

780 SEMINAR IN ADULT/CONTINUING EDUCATION (3-9 s.h.)

A concentrated analysis through readings, visitations, lectures, and reports of specific adult/continuing education programs in settings of common interest to the participants. These settings include university extension, business and industry, community schools, professional organizations, and religious institutions.

880 INTERNSHIP IN ADULT/CONTINUING EDUCATION (3-9 s.h.)

Supervised field experience in and study of leadership roles in adult/continuing education programs. Institutional settings will be selected jointly by the student and faculty adviser according to the availability of the cooperating adult/continuing eduation agency.

For further information, contact:

Dr. John Fiorino
Professor
Adult and Continuing Education
Ritter Annex 217
Temple University 004-00
Philadelphia, PA 19122
(215) 787-8385

UNIVERSITY OF PENNSYLVANIA
Master's Progam in Adult Literacy

The Masters in Adult Literacy is a new professional program focusing on the study of literacy as it affects adults in literate societies. Emphasizing the need to coordinate teaching and research, the program provides a variety of courses in literacy and the teaching of literacy, along with opportunities to research problems in literacy. Students are encouraged to approach questions of literacy from a variety of perspectives, such as education, anthropology, sociology, linguistics, psychology, and literacy criticism.

Graduates of the program may expect to teach literacy in a variety of settings, such as, community centers, businesses, community colleges, colleges, and universities. They may also expect to teach a variety of literacies, such as, functional literacy, technical literacy, computer literacy, written English as a Second Language. The program is also appropriate for students who plan to work as consultants to a variety of institutions, from firms whose literacy needs change as technology makes new demands on employees to community-based literacy projects.

The Masters Program in Adult Literacy is a professional program requiring eleven course units, ten of which must be taken at the University of Pennsylvania. These include: an Adult Litracy Core; a GSE Core (or two courses outside the Language in Education Division); at least one course in research on literacy; courses in the teaching of literacy; and courses related to the study of literacy.

Adult Literacy Core

Ed 525.5	Fieldwork in Teaching Adult Literacy
Ed 649	Learning Across the Lifespan
Ed 724	Literacy: Social and Historical Perspectives

New GSE Core Courses

(or 2 courses outside the Language in Education Division)

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*Undergraduates may submatriculate into the Masters in Adult Literacy program

Recommended Research Courses (one is required)**

Ed 668	Evaluation Methods in Professional Education
Ed 678	Field Study Methodology
Ed 808	Case Studies in Organizational Problem Solving
Ed 806	Analyzing the Written Text: Interdisciplinary Perspectives
Ed 529	Introduction to Inquiry

Recommended Courses in Teaching Literacy**

Ed 516	Teaching Writing to English as a Second Language Students
Ed 536	Teaching Reading in the Secondary Schools
Ed 578	Teaching Reading/Study Skills in Community Colleges & Universities
Ed 620	Teaching the Basic Writer
Ed 619	Strategies for Teaching in Higher Education
Ed 637	Teaching English to Speakers of Other Languages
Ed 656	Teaching Composition in Post-Secondary Institutions
Ed 671	Teaching Reading to Second Language Learners and Adults
Ed 695	Research and Teaching in Business and Technical Writing

Recommended Courses Related to the Study of Literacy**

Ed 517	Classroom Discourse and Interaction
Ed 534	Sociolinguistics in Education
Ed 537	Educational Linguistics
Ed 567	Education and Work
Ed 581	Psychology of Women
Ed 635	Reading Disabilities
Ed 639	Mastery Learning
Ed 679	English for Specific Purposes
Ed 681	Psychological Services in Education
Ed 682	Group Processes
Ed 686	Counseling
Ed 735	Clinical Work in Reading
Ed 737	The Composing Processes: Prewriting to Revision
Ed 765	Developmental Deviations
Ed 834	Selected Topics in Reading and Language Arts: Reading Comprehension
Ed 835	Seminar in Reading and Writing
Ed 509	Computer Literacy for Teachers

**See Graduate Study Bulletin for additional possibilities.

For further information, contact:

Dr. Linda Brodkey
Professor
University of Pennsylvania
Graduate School of Education
3700 Walnut Street
Philadelphia, PA 19104
(215) 898-6299

UNIVERSITY OF PITTSBURGH

Adult Education Program

Adult education participants are defined as persons beyond compulsory school age (17 and over) who are not enrolled full time in a regular school or college program but who are engaged in one or more activities in non-formal, continuing or community education. Adult learners are often termed "non-traditional" students, although an expanding tradition in adult education may soon make this label obsolete.

Adult educational experiences take place in a wide variety of settings within diverse organizational structures and for a wide variety of reasons.

The School of Education provides doctoral-level programming for graduate students who choose to specialize in Adult Education. Due to the diversity of the field of Adult Education, the doctoral program in this field is designed as a strand of several existing academic units. Docotral study involves a set of courses specified as an interdisciplinary specialization, a field of specialization and the dissertation. All University and School of Education regulations governing doctoral study also provide a structure for students in Adult Education. Information regarding programming and admissions may be obtained from the office of Pre-Admissions Counseling, Non-Degree Admissions, and Educational Placement, Suite 5N Forbes Quadrangle, University of Pittsburgh, Pittsburgh,PA 15260 (412-624-6195).

Academic programs within the School of Education participating in the doctoral program in Adult Education are as follows:

Counselor Education
Curriculum and Supervision
Educational Administration
Educational Communications
Educational Psychology
Foundations of Education
Higher Education
International and Development Education
Language Communications
Secondary Education
Special Education
Teacher Development
Vocational Education

SCHOOL OF EDUCATION
UNIVERSITY OF PITTSBURGH

Interdisciplinary Adult Education Committee

A. Preliminary Doctoral Examination Procedures:

1. All candidates will be required to complete the Preliminary Doctoral Examination procedures of the academic program into which they will be admitted.

2. All candidates will prepare a Career Plan for review by the Interdisciplinary Adult Education Committee (IAEC). This document will contain two major sections. First, the student will develop a rationale for selecting to specialize in adult education at the doctoral level. The second section of the Career Plan will include a description of linkage between the academic program and the Plan of Studies for an Adult Education focus. The Career Plan will be reviewed by the potential program advisor and two other members of the IAEC. Criteria for review of the Career Plan include (1) skill of the student to write at a level which is essential for successful doctoral level study and (2) ability of the student to forecast a direction for doctoral study in Adult Education. This document will be used by the program advisor to prepare the Plan of Studies.

B. Comprehensive Examination:

1. All candidates will be required to complete the Comprehensive Examination procedures of the academic program into which they are admitted.

2. In order to meet the requirements of a Comprehensive Examination in Adult Education each candidate will prepare an essay in which the linkage of theory and practice in adult education is examined. This essay will be developed at the conclusion of intern experience or related to their current professional related work experience and will focus on the context within which this experience occurred. Three members of the Interdisciplinary Adult Education Faculty including the practicum supervisor will evaluate the comprehensive essay.

SCHOOL OF EDUCATION
UNIVERSITY OF PITTSBURGH

Plan of Studies: Doctoral Study in Adult Education

Student: ______________________________

____

____

Phone: Home: ____________________

Office: ____________________

Educational Background:

Undergraduate ____________________

Graduate ____________________

____

Preliminary Exam: Hist:____ Phil:____

Ed Psy:____ Ed.Res:____ Total:________

Projected Program Progress

A. Admission: (Dates)

1. Preliminary Exam. ____________
2. Supplementary Exam. (Major) ____________
3. Career Plan Review ____________
4. Academic Major Review ____________

B. Comprehensive:

1. Academic Major ____________
2. Adult Education ____________

C. Overview Approval ____________

D. Dissertation Completion ____________

Revised 10/81

Program Major: ____________________

Program Advisor: ____________________

Career Plan Reivew Planel:

1. Program Advisor: ____________________
2. ____________________
3. ____________________

Program Structure

Program Component	Minimum	Plan	Transfer
I. Interdisciplinary Specialization			
A. Area I.	12 cr.	____	____
B. Area II.	12 cr.	____	____
II. Major and/or Electives		____	____
III. Dissertation	18 cr.	____	____
Practicum	2-4cr.	____	____
Total		____ +	____

(Minimum 90 credits)

I. Interdisciplinary Specialization

A. Area I: Foundations of Adult Education

Anticipated Date

*1. Fds. Ed. 231: Historical and Philosophic Bases of Adult Education (3 credits) ____________________

*2. Special Ed. 395: Research in Adult Education (3 credits) ____________________

*3. HPR - Ed. 220: Life Style and Health (3 credits) ____________________

4. Select one course from the following:

Curr./Supv. 371: Learning Styles (3 credits) ____________________

Ed. Psych. 221: Psychology of Adult Learning (3 credits) ____________________

Ed. Psych. 245: Social and Personality Develop. (3 credits) ____________________

Total credits Area 1 = 12

*Required

A. Area II: Educational Milieu of Adult Education

Alternative courses will be available from participating academic programs. Courses must be selected from at least two participating academic programs. A minimum of 12 credits is required for Area II.

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II. Practicum or Internship:

Usually will involve the application of formal educational experiences through the Adult Education specialization to the current professional responsibilities of the student. Placement is possible for International students and other candidates not currently employed in adult education settings. (2-4 credits).

III. Major and/or Electives (Minimum 33 credits)

Anticipated Date

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______
7. ______
8. ______
9. ______
10. ______
11. ______
12. ______
13. ______
14. ______
15. ______
16. ______
17. ______
18. ______
19. ______
20. ______

IV. Dissertation (Minimum 18 credits)

1. ______
2. ______

For further information, contact:

Dr. Patrick Penland
School of Library and Information Science
University of Pittsburgh
Pittsburgh, PA 15260
(412) 624-5234

APPENDIX H

PRACTITIONER'S MEETING FOR 310 STUDY

MINUTES

INDIANA, PENNSYLVANIA 15705

School of Continuing and Nontraditional Education • 412-357-2227

June 24, 1983

Dear

As part of the IUP Section 310 grant entitled the Feasibility Requiring and Delivering Certification for ABE Teachers in Pennsylvania you are invited to a meeting. The purpose of the meeting is to have selected Pennsylvania adult educators review the available literature and other related information regarding adult basic education certification. Travel costs for mileage, food and lodging the night before the meeting (if necessary) will be reimbursed based on state regulations.

Information regarding the meeting is the following:

Date: June 30, 1983

Time: 8:30 a.m. - 4:00 p.m.

Place: Heritage Room - B
Lobby Level
Education Building
333 Market Street
Harrisburg, Pennsylvania

Enclosed is a draft copy of literature regarding the issues related to the feasibility of requiring and delivering adult basic education certification. Please review the literature as we will be using the document at the meeting to discuss the issues. Note that the literature is in draft form; therefore, we can still add to it. Come armed with arguments for your position. I know that this is a heavy document, but this is a weighty issue. Your comments are welcome.

I look forward to seeing you at the meeting. Best personal and professional wishes.

Sincerely,

Judith L. Cope, Director
Adult Education Center

Enclosure

PRACTITIONER'S MEETING FOR 310 STUDY

Minutes

June 30, 1983

9:00 a.m - 4:00 p.m.

The meeting was opened by Dr. Judith Cope, director of the project, with an overview of the study -- the Feasibility of Requiring and Delivering Certification for ABE Teachers in Pennsylvania. Dr. Cope introduced Richard Learn, graduate student, and Meredyth Leahy, consultant, and those present introduced themselves and described their programs.* She further explained that part of the study was to hold a meeting of a cross-section of people representing Professors of Adult Education; Pennsylvania Department of Education, Bureau of Certification; Pennsylvania Association for Adult Continuing Education (PAACE); and adult basic education (ABE) administrators, supervisors, and teachers of both rural and urban programs. The purpose of the meeting was to review the literature prepared for the study and to make some recommendations about the feasibility of requiring and delivering certification for adult basic education teachers in Pennsylvania.

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* See attached Participant Information

Those participating in the discussion at the meeting were:

Betty Bramnick - Philadelphia Teacher
Don Carl - Teacher, Large Rural Program
Eleanor Gard - Pittsburgh Teacher
Edie Gordon - Rural Supervisor
Don Kelsey - Rural Administrator
Joan Leopold - PAACE, President
Barbara Mooney - Teacher, Small Rural Program
John Rebert - PDE, Certification Representative

Following the introductions, time was allotted for general discussion. During this time the participants noted a variety of concerns about the issue of certification. One individual commented that two "hazy areas" of the Interim Report were: The fact that certification was not clearly defined, and that most of the authors cited in the literature seemed to be discussing adult education, in general, rather than adult basic education. The project director responded by stating that the dictionary definition of certification is "to attest to being true or accurate" and that it also means to "meet requirements". The director further explained that she deliberately left the process of certification undefined. The findings of the study should give direction for the certification process. The director also stated that the majority of the authors did discuss adult basic education specifically even though they often used the term adult education. This phenomenon occurs because the Adult Education Act, which allocates funds for ABE does not use the term "basic" in its title. In order to place the literature in a time frame, the consultant explained that much of the certification literature appeared around the years of 1975-76 as a result of the U.S.O.E. Regional Adult Education Staff Development projects funded from 1972-1976. Many of the regional projects focused in part, on competency-based staff development. In 1976 the U.S. Office of Education deferred staff development to the individual states.

Another participant described the status of the field as non-static. She said that it is difficult to give direction to the field because of this characteristic. She continued by stating that the initiative to gain status should start within the profession. Related to this, the consultant added that the Temple European Army Mission (TEAM), in which she was involved, included an extensive competency-based staff development effort which significantly reduced the staff turnover rate.

Commenting on the professional status of the field, a participant suggested that another factor that contributes to the lack of status is the nature of the learner. The learners are less verbal and less active politically, therefore unable to represent themselves. She added that the perception of or the actual lack of professionalism may affect funding and the status of the field.

There was a brief discussion about the differences in the course work requirements for degrees in adult education in Pennsylvania. This discussion was tabled for further discussion later in the day. The general discussion period was closed.

At that point, the group was divided into two subgroups. Each individual randomly chose cards with issues listed on them. These issues were drawn from the literature of which each individual had a copy. Consequently, each subgroup had seven issues in support of and seven issues in opposition to the certification of ABE teachers. The participants were directed to discuss each issue and write a statement about it on the cards provided. When statements had been written for all of the issues, the subgroups reconvened as a total group to discuss the written responses. The subgroup reports and related discussions were as follows:

1 Certified personnel will provide long term continuity and security to the professional field of Adult Basic Education.

The subgroup questioned whether or not a "professional field" of ABE actually exists and whether or not the issue implied that there would be a continually growing number of professionals in the field, thus securing a body of professional personnel. They also inquired as to whether or not ABE teachers would be required to renew their certification. The group reported that research reflected in the literature does not address this issue.

In general, the group agreed with this statement because the professionals involved have a personal commitment to the field rather than being committed for the sake of security and status. They stated that such commitment could only be enhanced by certification.

2 Certification standards will acquaint employers with the competencies which are essential for teachers of Adult Basic Education.

The subgroup agreed with the issue, stating that it would be helpful to employers to have a base from which to determine who is and is not qualified. One member stated that implementation of such certification would be difficult.

3 Certification based on competencies is a useful tool for performance assessment.

The group agreed with the general concept of basing certification on competencies as a tool for performance assessment. but believed that it would be difficult to determine the competencies. Some members of the subgroup stated that the competencies have not been validated and that measurement standards could possibly become arbitrary. They also felt that if adult basic educators were mandated to meet more requirements than other educators, they would consider such a demand unreasonable. Other members of the subgroup strongly supported competency-based certification.

4 One aspect of a profession's self regulation is the public declaration of standards for its credentials.

The group agreed with this statement. They felt that much of a profession's self-regulation is the public declaration of standards for its credentials. They also felt that with public declaration, self-regulation is more apt to be insured.

5 Adult students would benefit from professional teacher certification.

The group also agreed with this issue, stating that the recognition of the adults' special learning needs is the key to student benefit. They stated that teacher attitude is important, as was emphasized by Johnson's reference in the literature that the temperament and philosophy of certain teachers are partial contributors to the student dropout rate. The group decided that certification implied possession of certain knowledge and documentation of that knowledge.

6 Certification protects the consumer from incompetence.

The group agreed that certification helps to protect consumers, but does not necessarily guarantee their protection. Realizing that in the real world there are always exceptions, one participant at the meeting stated that there are always some incompetent people who could possess certification requirements.

7 Teachers need special skills to provide relevant educational opportunities for Adult Basic Education students.

The group totally agreed with this issue, particularly that elementary certification does not guarantee the knowledge or skills needed in adult education.

8 Certification provides access for upward mobility.

The group also agreed with this issue and emphasized that we are a credentialing society. There was a question, however, concerning whether certification would establish a career ladder or provide access to it.

9 Certification would provide incentives for Adult Basic Education teachers to continue professional training.

The group agreed with the issue, emphasizing the feeling of professional pride within the educators. They stated that certification does not necessarily make people better teachers, but that it does create a feeling of professionalism. Also, those interested in adult education are usually interested in continuing their own education. Finally, they suggested, the relationship among certification, professional status, and job security may lead to a higher pay scale.

10 The quality of teaching in Adult Basic Education can be substantially improved through certification.

The group agreed with this statement, but they were eager to address the process for achieving certification.

11 Certification will enhance the status of Adult Basic Education practitioners.

The group agreed with this statement and felt there is a great need to enhance the status of Adult Basic Education practitioners.

12 There is recognition among Adult Basic Education practitioners of the need for professional training in that field.

The group all agreed with this issue "without a doubt." They emphasized that new practitioners are not the only ones that need training; some experienced teachers also need to improve certain practices. In addition, they stressed that the needs of society and students change over time.

13 Certification will protect Adult Basic Education against interlopers.

The group questioned who the interlopers are and stated that the writers used elitist language and philosophy such as "interlopers and interferers" and "professing to be a teacher when one does not possess certifiable qualifications is a form of fraud." The subgroup also suggested that a licensing process may be more appropriate than a certification process, because it lets people into the profession rather than closing them out of it. One committee member stated that education should be in the hands of educators. Another pointed out that credit can be given for experience.

14 Certification will help shape the field of Adult Basic Education.

The subgroup, again, agreed with this issue and suggested that it is in direct opposition to Con 4, Certification will not legitimize the field of adult basic education. They agreed that lack of certification has created lower status and less importance in the public mind. Higher public opinion could create more referrals from other agencies, thus recruiting new students, positively influence funding and attract more highly qualified professionals to the field.

1 Certification would remove non-academically prepared but effective teachers from the teaching market.

The participants agreed that effective teachers may be removed, but added that there are many teachers with certification who would replace them. They also said that temporary, interim, or emergency certificates could be issued to prevent the loss of effective teachers. A rural practitioner stated that she did not believe her staff members would return to school for "traditional" training.

The subgroup believed that this issue was not powerful enough to preclude certification.

2 Certification requirements are rigid and stereotyped.

The subgroup disagreed with this issue and challenged the statements provided in the literature. They felt that the authors were extremely negative. The subgroup supported the setting of standards calling them necessary and desirable to insure quality. They stated that certification regulations are not equivalent to racism. One person commented that the labeling of requirements as "rigid" was a product of the thinking of the mid-seventies.

There was some discussion about the meaning and connotation of "rigid" requirements. In addition, the use of traditional college credit as a basis of certification was discussed.

3 Certification would serve to promote the self-interest of incumbents.

The subgroup saw this issue to be in direct opposition of Pro 8, Certification provides access for upward mobility, and Pro 13, Certification will protect adult basic education against interlopers. They saw this statement as a valid criticism. The group suggested that once an agency, organization or institution is given the responsibility of certification they have a tendency to become less flexible in the interest of the institution rather than the individual student. Another point made by the group was the fact that providing entry into a social class is not in and of itself undesirable.

4 Certification will not legitimize the field of Adult Basic Education.

The group reported that certification alone will not legitimatize the field, but it does provide a vehicle for legitimization. They labeled the issue as a "caution" rather than a "con" and stated that legitimization must start somewhere, but also advised against over structuring the field. Another important point noted by the group was that it is difficult to stabilize the field of adult basic education when the funding is undependable and sporadic. In addition, this statement according to the group, was viewed as opposite to Pro 14, Certification will help shape the field of adult basic education.

5 There is no guarantee that a certified teacher is competent.

The group agreed that certification does not make a teacher competent, but they added that the chances of a teacher being competent are greater when some form of certification is mandated. They felt that the statement reported by Hazard et al., that certification does not guarantee quality teaching is the key to this issue.

6 Certification competencies do not necessarily prove useful over time.

The subgroup disagreed with this point. They stated that methods and techniques may change, but basic teacher training competencies do not substantially change. They suggested that the perceived training needs of instructors will determine individualized lifelong learning endeavors. They also stated that the educational system is slow in responding to change and may be rigid, but is not totally inflexible.

7 Certification does not provide a meaningful evaluation of teachers.

The subgroup agreed with this statement, but did not see it as a valid argument against certification because certification is related to teacher preparation rather than teacher evaluation. The state certification representative reported that certification was not originally intended to evaluate classroom performance although many educators are currently trying to equate certification with evaluation. He added that Florida is presently utilizing such a program called Redesign II. Pennsylvania is presently studying this type of performance-based certification. The subgroup stated that this issue is related to Con 12, Performance should be decided by co-workers not certification.

8 Certification would limit the number of qualified instructors in rural areas.

The subgroup generally disagreed with this issue, although some felt that a design for certification should be made before this issue could be evaluated. They reasoned that any required training could be offered through some agency, organization or institution within a given geographic area. They further stated that because rural areas would need only a small number of instructors, someone would seek the certification.

9 There is little relationship between professional preparation and teacher effectiveness.

The majority of the group agreed with this statement. They also felt that there are no statistical measures of teacher effectiveness. They suggested that professional preparation may produce individuals prepared for professional roles, but they are not necessarily effective. They agreed with the statement by Hazard et al. that suggests that program approval and course completion mistakenly shift the focus from evaluation of teacher candidates to evaluation of teacher education programs.

One member of the group stressed that special teacher preparation is necessary for teaching adults, especially for English as a Second Language (ESL) students. She felt that some orientation to the nature of second language learning, philosophy, and methodology is essential to be effective. Another member of the group emphasized that more staff development should be conducted in the affective domain.

10 Certification is an unreasonable demand for part-time teachers.

The group said that whether certification requirements are unreasonable or not depends on mandated requirements. They felt that traditional, degree-based requirements could be unreasonable but that requirements based on in-service training would not be an unreasonable demand for part-time teachers.

11 There is a lack of validated criteria for certification.

The subgroup called this issue the most valid of the cons. They agreed that there is a shortage of research and a lack of validated competencies. They suggested that a certification process might emphasize the need for and eventually result in the development of a list of validated competencies. Further, they suggested that research should be forthcoming from adult education programs in higher education institutions. They further suggested that research would be mandatory from these institutions. The group confirmed the existence of a gap between research and practice in adult education.

12 Performance should be decided by co-workers, not certification.

The group saw some difficulties with this issue. First "co-workers" need to be identified as either supervisors, peers, or students. Secondly, co-workers may perform evaluations based on others' personalities rather than their competencies. The subgroup disagreed with Griffith and Marcus who suggested that letters and records could be cross validated for evidence of competencies. They suggested that this is not necessarily reliable information. The subgroup recommended that definitive criteria for evaluation could provide an acceptable basis for co-worker evaluation.

13 Competency based inservice training is offered as an alternative.

The group reported that offering competency-based inservice training as an alternative is not necessarily a con. It was clarified by the graduate student that this issue was listed under the cons because of its being listed under the reasons why a state might not have certification on the survey instruments used in the study. The group suggested that inservice training can be an integral part of the certification design rather than an alternative to it.

The subgroup particularly agreed with the last paragraph in the literature which described Pitman's viewpoint regarding the lack of validated teacher competencies and the subsequent need for a competency-based certification system to be an alternative rather than a replacement to the traditional system.

14 Degree programs perpetuate certificate holders rather than educate individuals.

The majority of the group considered the arguments cited for this issue to be overstated by the authors. They felt that degree programs do have valid minimum standards and that they do indeed educate people. This isssue was perceived as a subject to be viewed with caution.

The issue also prompted a discussion about coursework requirements for Pennsylvania degree programs in adult education. At that point, a participant who had been studying these requirements as part of her doctoral course work distributed a chart comparing the courses required in each of Pennsylvania's five degree programs. The chart revealed that no courses were offered to address the distinct needs of the field of adult basic education. However, the graduate student explained that literature from states that require special certification in adult basic education identified the existence of such specific courses offered by higher education institutions in those states.

Following the subgroup reports and subsequent discussions about the issues, there was a general discussion about the topic of ABE certification. A preliminary polling showed that nearly all of the participants were in favor of requiring certification for ABE teachers. Three different possibilities were identified through the vote. The first was basing certification for ABE on traditional elementary or secondary certification as a minimum standard. The only participant to disagree with this favored the second possibility, that of any four-year college degree. Finally, the majority of participants considered it feasible to require some special form of certification in ABE. While the group did reach the aforementioned conclusions, they felt they needed an additional opportunity to more carefully deliberate on the issues. Therefore, it was decided that further opinions about the subject be solicited through the means of a survey instrument.

Respectfully submitted,

Richard L Learn

Richard L. Learn, Graduate Student

PARTICIPANT INFORMATION

Name: Betty Bramnick Position: Philadelphia Teacher

Length of Service: 17 Years Status: Full-time

Institution: School District of Philadelphia, Division of Adult Education

Number of Teachers; Full-time: Approx. 12 Part-time: Approx. 20

Geographic Area Served: City of Philadelphia

Types of Services: ABE, GED, and ESL

Date Program Was Initiated: 1966

Number of Students: Approximately 3,000/Year

Name: Don Carl Position: Teacher, Large Rural Program

Length of Service: 13 Years Status: Full-time

Institution: Lancaster-Lebanon IU #13

Number of Teachers; Full-time: Approx. 5 Part-time: Approx. 35

Geographic Area Served: Lancaster and Lebanon Counties

Types of Services: ABE, GED, ESL, Citizenship and Lifeskills

Date Program Was Initiated: 1966

Number of Students: Approximately 6,000/Year

Name: Eleanor Gard Position: Pittsburgh Teacher
Length of Service: 10 Years Status: Full-time
Institution: Connelley Skills Learning Center
Number of Teachers; Full-time: Approx. 11 Part-time: Approx. 17
Geographic Area Served: Greater Pittsburgh Area
Types of Services: ABE, GED, and ESL Classes; Reading Diagnostic Services; Personal and Career Counseling
Date Program Was Initiated: About 1950 for ESL
Number of Students: Approximately 1,559/Year

Name: Edie Gordon Position: Rural Supervisor
Length of Service: 9 Years Status: Full-time
Institution: Development Center for Adults
Number of Teachers; Full-time: 4 Part-time: Approx. 16
Geographic Area Served: Centre, Clearfield, and Clinton Counties
Types of Services: ABE, GED, Displaced Homemakers, and Employability Ser.
Date Program Was Initiated: 1974
Number of Students: Approximately 1600/Year

Name: Don Kelsey Position: Rural Administrator
Length of Service: 11 Years Status: Part-time
Institution: Coudersport Area School District
Number of Teachers; Full-time: 0 Part-time: 3
Geographic Area Served: Potter and Parts of McKean and Tioga Counties
Types of Services: ABE (Pre-GED)
Date Program Was Initiated: 1972
Number of Students: Approximately 50/Year

Name: Joan Leopold Position: Supervisor, Adult Basic Education

President, PAACE

Length of Service: 11 years Status: Full-time

Institution: Harrisburg State Hospital

Number of Teachers; Full-time: 0 Part-time: 5

Geographic Area Served: Six counties: Dauphin, Perry, Cumberland,

York, Franklin, and Fulton

Types of Services: ABE/GED

Date Program Was Initiated: 1965

Number of Students: 275

Name: Barb Mooney Position: Teacher, Small Rural Program

Length of Service: 7 Years Status: Part-time

Institution: IU #1, Waynesburg

Number of Teachers; Full-time: 0 Part-time: 3

Geographic Area Served: Greene County

Types of Services: ABE, Occasionally ESL

Date Program Was Initiated: 1976 - Afternoon programs in 1980

Number of Students: Approximately 150/Year

Name: Dr. John Rebert Position: Director

Length of Service: 26 Years Status: Full-time

Institution: PDE, Bureau of Certification

Number of Teachers; Full-time: NA Part-time: NA

Geographic Area Served: Statewide

Types of Services: Reviews credentials and issues educator certificates; Evaluates credentials for individuals seeking to be examined for licensure.

Date Program Was Initiated: Separate bureau since 1970

Number of Applicants: 22,000 Applicants Per Year

APPENDIX I

ADULT BASIC EDUCATION CERTIFICATION OPINIONNAIRE

Adult Basic Education Certification Issues
Opinionnaire

Name________________________________ Date________________

Please respond to each of the following statements by checking (✓) the category which you feel best describes your opinion. The categories are: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

Statement	SA	A	D	SD	Comments
1. The traditional certification system has been a convenient way of determining who has met credit course requirements.					
2. Traditional certification course requirements do not allow for flexibility.					
3. Adult basic education certification should be based on competencies rather than simply on acquisition of credits in adult education.					
4. The endorsement method of certification should not be embraced by adult basic education teachers because it is a continuation of the traditional certification system.					
5. A unique adult basic education certification system should should be established distinct from traditional certification because of: a. the part-time status of teachers					
b. the small number of teachers involved					
c. the undependable funding					
6. A new certification system should correlate to teacher performance in the classroom.					
7. Research about adult basic education learners should be used in helping to establish competencies for certification of teachers.					
8. The initiation of a certification process in adult basic education would emphasize the need for and result in a list of validated competencies.					
9. The preparation, certification, and performance of adult basic education teachers should be based on the same validated competencies.					
10. An adult basic education teacher certified on the basis of validated competencies would be more effective than one who relies on trial and error, and chance.					

Adult Basic Education Certification Issues
Opinionnaire
Page 2

Statement	SA	A	D	SD	Comments
11. Certification in adult basic education should stress competencies in the area of the affective domain as well as the cognitive.					
12. It would be beneficial to change from the traditional certification system to a competency-based certification system.					
13. A competency-based certification system should be an alternative rather than a replacement to the traditional certification system.					
14. Adult basic education teachers should be required to demonstrate skills to work with poorly motivated adults with special learning needs.					
15. Adult basic education teachers should be required to renew their certification periodically.					
16. Certification would serve the interest of the adult basic education teachers by providing:					
a. increased professional status					
b. access to a career ladder					
c. new job markets					
d. job security					
e. higher pay scale					
f. upward mobility					
17. Special certification considerations should be given to effective teachers without formal academic preparation.					

18. "Interlopers" and "interferers" were discussed in the literature. Who are the "interlopers" or "interferers"? (Describe briefly)

19. Do you support adult basic education certification? (Describe briefly why or why not.)

20. If you answered item 19 in the affirmative, briefly describe the process that should be used.

21. Please add any other items which you feel should be discussed related to the topic of adult basic education certification issues.

PLEASE RETURN ON OR BEFORE AUGUST 20, 1983.
THANK YOU.

8/8/83
J.C./R.L./M.L.

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